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ABSTRACT

This document describes the results of a survey of former student teacher and counselor participants in the American Association of Colleges for Teacher Education Job Corps Project, which developed laboratory experiences for preservice teachers. The survey instrument, which is appended, was a questionnaire based on responses of project directors; it was sent to a random sampling of participants. Each chapter of the document presents tables and descriptive summaries under specific subject headings that reflect the personal history and attitudes of the student teachers. The subject headings are as follows: demographic data (Who are they? What are they doing now?); reasons for participation; values of experience (most frequently, exposure to materials and techniques not otherwise available, opportunity for personal growth, and better understanding of problems of disadvantaged youth); limitations of experience; and implications for participant selection and design. The appendix includes an alphabetical listing of the job corps centers by state. (Related document is SP 006 770.) (JA)

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THE AACTE - JOB CORPS TEACHER EDUCATION PROJECT

A FINAL EXAMINATION

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October 1972

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THE AACTE - JOB CORPS TEACHER EDUCATION PROJECT

A FINAL EXAMINATION

The work reported herein was performed pursuant to a contract with the U.S. Department of Labor, Manpower Administration, Job Corps, Washington, D.C. 20210. The opinions expressed herein are those of the author and should not be construed as representing the opinions or policy of any agency of the United States Government.

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PREFACE

In 1968 the American Association of Colleges for Teacher Education, in cooperation with the Job Corps, developed a program of laboratory experiences for pre-service teachers which was a break with tradition. Heretofore student teaching experiences were, with but very few exceptions, confined to the traditional classroom setting.

The AACTE-Job Corps Teacher Education Project was designed to move at least one segment of the student teaching experience out of the usual surroundings and place it in the less conventional locale of a Job Corps center. Over a period of three years twenty-eight colleges and approximately 500 students participated in this experiment.

What were the reactions to what was once termed a "somewhat radical approach to student teaching"?

The response has been exceedingly positive. Many state departments of education have approved this as an integral part of student teaching. Nearly all of the participating colleges have adopted it as a part of their regular program. Faculty members who were involved have been most enthusiastic.

But how did the key participants, the student teachers, react? During the program and at the conclusion their comments were most favorable. Now, after as much as three years' classroom experience following their participation in the program, how do the participants feel?

This report describes in detail the follow-up study of the students participating in the program over a three-year period. The AACTE believes that this report will be particularly helpful to teacher educators who are interested in designing new and relevant programs for prospective teachers.

Much credit should go to the two people most responsible for the success of this study. Dr. Robert J. Stevenson of the AACTE staff has provided the leadership for the AACTE-Job Corps Teacher Education Project since its inception. Dr. Duaine C. Lang, Coordinator of Professional Experiences at Indiana University, accepted responsibility for this final report. To both of these men and to all others who participated in the AACTE-Job Corps project goes a special word of thanks for their contribution to the development of more effective preparation for our nation's teachers.

Edward C. Pomeroy
Executive Director
American Association of
Colleges for Teacher Education

October 1972

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INTRODUCTION

In 1968 the American Association of Colleges for Teacher Education, in cooperation with Job Corps, developed a program designed to explore the possibility of using job corps centers as locations for providing professional laboratory experiences for student teachers and guidance counselors. Specifically, the program was to explore the centers' potential for (1) serving as either an alternative or supplemental placement site for the student teachers and/or counselors who would ordinarily have had their laboratory experiences in the public schools, (2) providing experience with a highly individualized instructional program, and (3) providing experience for the student teachers with programmed instructional techniques.

The pilot program was implemented during the three-year period from September 1968 through June 1971. Four hundred and nineteen student teachers (419) and forty-two (42) counselors representing twenty-eight (28) different AACTE member institutions located in fifteen (15) states had all or a portion of their field experience at one of the eighteen (18) participating job corps centers. Figure 1 shows the location of the participating centers and institutions. A complete listing of the centers and institutions can be found in Appendixes A and B.

FIGURE 1

LOCATION OF PARTICIPATING CENTERS AND INSTITUTIONS

The program was evaluated annually at both the site and national level through a variety of techniques ranging from structured written reports to regional and national evaluation conferences. The interim evaluation techniques usually involved all types of program participants; e.g., national level program staffs of AACTE and Job Corps, participating center and college/university project directors and staffs, and the student teachers and/or counselors. A decision was made, however, that this national, comprehensive evaluation effort would utilize input from the various institutional and center project directors, but that only the two target populations themselves, the student teachers and counselors, were meaningful evaluators of the experience in which they had participated.

Procedures Used

Step One began with an unstructured survey of all institutional and center project directors of the questions that they wanted answered by the student teachers and/or counselors who had participated in their projects.

Step Two consisted of an analysis of the responses from the project directors, an identification of the items/questions mentioned which appeared to have greatest relevance to the evaluation design, and the construction of a preliminary questionnaire.

Step Three was the piloting of the questionnaire by an administration of it to a group of thirty-five randomly selected former student teachers and counselor participants at an invitational AACTE--Job Corps regional conference held at Tulsa, Oklahoma, in December 1971. Critical reaction to the questionnaire was also obtained from the institutional and center personnel who were in attendance.

Step Four consisted of the revision and refinement of the final questionnaire. A copy of it is included as Appendix C.

Step Five involved the most difficult and time-consuming effort of identifying, locating, and obtaining responses from the former participants. Table I summarizes the data collection effort. The extremely high rate of return, (61%), when 40% is considered adequate in most follow-up studies, can be considered both a compliment to the "finding efforts" of the institutional and center directors and the value attached to the experience by the participants.

TABLE I

NUMBER AND PER CENT OF RETURNED QUESTIONNAIRES

	Combined Total (Both Groups)	Combined Adjusted Total*	Student Teacher Total	Student Teacher Adjusted Total*	Counselor Total	Counselor Adjusted Total*
Sent	462	412	419	370	43	42
Returned	253	253	227	227	26	26
% of Return	55	61	54	61	60	62

*Number "Sent" adjusted in terms of those questionnaires which were non-deliverable.

Step Six involved an analysis of the returned data both in terms of simple numeric descriptive tabulations and a more involved statistical analysis. The Chi Square analysis technique was used to try to determine for each of the participation reasons, values of the experience reasons, and limitations of the experience reasons which, if any, of the demographic descriptors had a significant influence. This necessitated the design and computer assisted calculation of over 900 Chi Squares.

Step Seven is the presentation of the data in this report. The treatment is divided into five sections, which, it is hoped, will follow a logical progression and will also permit the reader to identify and concentrate on those sections which most interest him. The progression begins with an attempt in Chapter I to describe the participants as they were before, during, and after the Job Corps experience. Chapter II describes the reasons why they decided to participate at a Job Corps center as opposed to the "regular/typical" public schools arrangement. Chapter III treats the values they perceived in the experience and Chapter IV conversely describes the limitations as they saw them. A presentation technique common to the last three named chapters is that not only are the reasons, values, and limitations described and enumerated, but the statistical technique is also used to try and determine whether any of the factors described in Chapter I had a relationship to the responses given to the questions raised about the reasons, values, and limitations. Extensive use was also made of the additional voluntary comments that 144 of the 253 respondents made. Chapter V is hopefully designed to be of use to the designers of future projects or programs.

Step Eight is yours. What use you make of this report is of course up to you. The authors can only hope that (1) it will be of value to you, (2) you will share your response to it with them, and (3) you will permit them to be of assistance, if you so desire.

CHAPTER I

DEMOGRAPHIC DATA

Each of the former student teachers and counselors was asked to furnish thirty-two different kinds of information about himself. There were two reasons for acquiring this body of data. First, so that we would be able to describe as completely as possible the participants in the project; and second, so that these characteristics could be statistically compared with the reasons given for their participation, with the values they perceived in the experience, and with the limitations they saw. This analysis, hopefully, would then yield certain predictive factors that one could use in terms of future participant identification and selection. This Chapter will attempt to describe the respondents in terms of their personal characteristics. The second objective, the predictive purpose, will be treated in Chapter V.

The format of this Chapter is as follows: (1) Raise 'Who','What','Where', and 'When' questions; (2) Present the appropriate questionnaire data which answers the question; and (3) Concisely analyze and interpret the data. The first question is--

W H O W E R E T H E Y ?

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
SEX					The student teacher group was much larger than the counselor group, but as shown on Table I, the level of response, 61%, was approximately the same for both groups. Women student teacher respondent participants outnumbered the male--over two to one. This probably has some relationship to the predominant type of center used, "Womens", as shown later in this Chapter; but also might indicate that whatever negative image centers project in terms of being a difficult place to teach was not a factor which discouraged female participation.
Male	73	(32.16)	12	(46.15)	
Female	154	(67.84)	14	(53.85)	
Total	227		26		
AGE					The two years age span of 21-22 accounted for 50.22% of the student teachers, whereas the percentage for the counselor group for the three year span of 22-24 was 53.85%. Almost half of the student teachers were older than typical graduating seniors. The counselor group on the other hand was somewhat younger than expected for typical graduate students. One precocious respondent reported an age of 17 at the time of the student teaching experience.
No. Response	1	(0.44)			
Under 20	1	(0.44)			
20 - 29	197	(86.80)	22	(84.61)	
30 - 39	14	(6.16)	3	(11.54)	
40 - 49	10	(4.40)	1	(3.85)	
50 - 54	4	(1.76)			

W H O W E R E T H E Y ? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
MARITAL STATUS					
Single	137	(60.35)	13	(50.00)	The reporting represents the marital status at the time of the experience. The range of status was about as expected in view of the ages of the participants. The absence of marital separations for the counselor group was probably attributable more to the limited size of the group than to any occupational self-counseling success.
Married	77	(33.92)	13	(50.00)	
Divorced	9	(3.96)			
Widowed	2	(0.88)			
Separated	2	(0.88)			
EDUCATIONAL LEVEL					The number of graduate level student teachers was greater than normally expected. The number, however, corresponds closely with the number of student teachers who were thirty or older. It was also somewhat surprising to find four counselor undergraduates in what is usually thought of as a graduate program.
Undergraduate	189	(83.26)	4	(15.38)	
Graduate	38	(16.74)	22	(84.62)	
TEACHING LEVEL					The "Both Levels" category indicates certification in those areas which permit teaching at both the elementary and secondary levels, e.g., art, music, etc. The remedial level of instruction of the centers was obviously not viewed as any impediment to student teacher placements at the secondary level since most were of that level. Conversely, the older ages of the corpsmen did not preclude placement of elementary level student teachers.
No Response			2	(7.69)	
Elementary	38	(16.74)	2	(7.69)	
Secondary	178	(78.41)	21	(80.77)	
Both Levels	11	(4.85)	1	(3.85)	
CERTIFICATION MAJOR					
Elementary	34	(14.98)			The 253 participants represented 19 undergraduate and 1 graduate (counseling) majors. The number and variety of majors is rather interesting in light of the limited scope and academic level of the centers' general educational programs. Though there was an obvious variety of teaching majors represented, two of them, English and Social Studies, accounted for 53.75% of the 227 student teaching majors. All responses which indicated a major in history, government, geography, sociology, or economics were assigned the "Social
Art	4	(1.76)			
Biology	2	(0.88)			
Business Ed	13	(5.73)			
English	52	(22.91)			
Foreign Lang	9	(3.96)			
Health	1	(0.44)			

WHO WERE THEY? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
CERTIFICATION MAJOR (cont'd)					Studies" designator. Four student teachers commented that the level of the program or the lack of adequate facilities or materials was a handicap in terms of their major. One commented that, "regretably my major does not permit my employment by the center since it is not part of their training program." These, however, were the only indicators that a center placement was regarded as any type of limitation by the participants.
Home Economics	6	2.64			
Journalism	3	1.32			
Mathematics	10	4.41			
Music	1	0.44			
Physical Ed	6	2.64			
Social Studies	70	30.84			
Speech	10	4.41			
Speech & Hear	1	0.44			
Voc Business	1	0.44			
Psychology	1	0.44			
Dental Hygiene	1	0.44			
Industrial Art	2	0.88			
Counseling			26	100.0	

WHAT WAS THEIR BACKGROUND?

SOCIO-ECONOMIC STATUS OF PARENTS			Comments
No Response	2	0.88	The overwhelming majority of both groups declared that they had come from the three level range of middle class background. This appears to be a typical response irrespective of the type of group surveyed. The counselor group, however, did not exhibit the range of socio-economic status that the student teacher group did. This is again probably due more to the size of the group than any occupational characteristic.
Lower	7	3.08	
Lower-Middle	56	24.76	7 (26.92)
Middle	102	44.93	14 (53.85)
Upper-Middle	53	23.35	4 (15.38)
Lower-Upper	5	2.20	1 (3.85)
Upper	2	0.88	

WHAT WAS THEIR BACKGROUND? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
SIZE OF COMMUNITY WHERE REARED					For a society that has become predominently urban and for a project that concentrated its attention primarily on the problems encountered in urban settings, it was rather surprising to find that approximately 50% of the participants had been reared in other than urban locations.
No Response	1	(0.44)			
Rural	29	(12.78)	3	(11.54)	
Village	20	(8.81)	1	(3.85)	
Small City	65	(28.63)	7	(26.92)	
Suburban Area	47	(20.70)	10	(38.46)	
Large City	65	(28.63)	5	(19.23)	
SIZE OF HIGH SCHOOL ATTENDED					The size of the high school attended appears to follow rather consistently the size of the community where reared. It is obvious, however, that consolidation of schools has had an effect upon school size even in the rural and small city settings.
Under 300	36	(15.86)	3	(11.54)	
300 - 499	46	(20.26)	6	(23.08)	
500 - 749	17	(7.49)	3	(11.54)	
750 - 1,000	32	(14.10)	3	(11.54)	
Over 1,000	96	(42.29)	11	(42.31)	
CLASSIFICATION OF HIGH SCHOOL ATTENDED					Again, the type of high school attended followed rather closely the pattern of size of community and school. There appears to be no single type of high school predominant in terms of participant identification. It is obvious, though, that the inner city high schools were not those attended by these student teachers and counselors who participated in a project which addressed itself to one of the problems typically associated with such schools.
No Response	3	(1.32)			
Rural	25	(11.01)	5	(19.23)	
Small City	85	(37.44)	4	(15.38)	
Suburban	54	(23.79)	6	(23.08)	
Urban	44	(19.38)	10	(38.46)	
Inner City	16	(7.05)	1	(3.85)	
TYPE OF HIGH SCHOOL ATTENDED					No real surprises here particularly in light of the fact that only four of the twenty-eight participating colleges or universities were private institutions.
No Response	1	(0.44)			
Public	204	(89.87)	20	(76.92)	
Private	18	(7.93)	6	(23.08)	
Both Types	4	(1.76)			

WHAT WAS THEIR BACKGROUND? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
ACTIVITIES DURING HIGH SCHOOL					
No Response	8	(3.52)			The variety of activities and levels of participation appear rather consistent with what might be expected of any group of high school students. Most of the "Other" responses were concerned with church related activities, scouting, work, and political activities.
None	3	(1.32)			
Athletics	107	(47.14)	13	(50.00)	
Music	101	(44.49)	7	(26.92)	
Speech/Debate/ Dramatics	88	(38.77)	12	(46.15)	
Journalism	57	(25.11)	4	(15.38)	
Pep Clubs	67	(29.52)	8	(30.77)	
Academic Clubs	91	(40.09)	11	(42.31)	
Service Clubs	94	(41.41)	12	(46.15)	
Social Clubs	77	(33.92)	10	(38.46)	
Student Govt	79	(34.80)	13	(50.00)	
Class Offices	62	(27.31)	4	(15.38)	
Other	10	(4.41)	1	(3.85)	
EXTENT OF HIGH SCHOOL ACTIVITY PARTICIPATION					
No Response	2	(0.88)			Approximately 80% of the student teacher group and 88% of the counselor group reported moderate to extensive activity participation. This is a significantly higher rate of participation than usually expected for a high school group, particularly when such a large percentage of the groups attended very large high schools.
None	7	(3.08)			
Minimal	37	(16.30)	3	(11.54)	
Moderate	101	(44.49)	11	(42.31)	
Extensive	80	(35.24)	12	(46.15)	
WORK EXPERIENCE DURING HIGH SCHOOL					The "Child Oriented" work experience included such occupations as baby-sitting, youth camp counselors, instructor or teacher activities. The work experiences in "Sales, "Services," and "Clerical" categories undoubtedly were at times involved with children, but unless so described were not thus tallied.
No Response	31	(13.66)	5	(19.23)	
None	31	(13.66)	3	(11.54)	
Child Oriented	38	(16.74)	3	(11.54)	
Sales	36	(15.86)	9	(34.62)	

WHAT WAS THEIR BACKGROUND? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
WORK EXPERIENCE DURING HIGH SCHOOL (cont'd)					The work experiences ennumerated were both summer and during school and also included both full and part-time jobs. 73% of the student teachers and 69% of the counselors reported some type of work experience during high school. Seventy-three of the student teachers and eight of the counselors reported holding two or more different jobs. Twenty-six of the student teachers and one of the counselors reported holding three or more jobs during the high school period.
Services	50	(22.03)	4	(15.38)	
Clerical	12	(5.29)			
Manual Labor	27	(11.89)	2	(7.69)	
Supervisory	2	(0.88)			
TYPE OF COLLEGE/UNIVERSITY ATTENDED					Again the overwhelming number of both student teachers and counselors were in attendance at public colleges or universities and again this is hardly surprising in terms of the type of colleges or universities that were participants in the project.
Public	216	(95.15)	25	(96.15)	
Private	8	(3.52)	1	(3.85)	
Both Types	3	(1.32)			
ACTIVITIES DURING COLLEGE/UNIVERSITY					The numbers participating during college or university in activity programs showed a marked reduction from high school. This is hardly surprising when one looks at the increased level of "Work Experiences During College/University." "Athletics" and "Music" were the two types of activities showing the largest decrease in number of participants. The sizable increase in the number of "Other" activities can probably best be attributed to the increased opportunity created by the greater variety of activities available at that level. In this category, there was a marked increase in the number of respondents indicating political party or social action involvement. Church related activities still remained at about the same level.
No Response	38	(16.74)			
None	9	(3.96)			
Athletics	58	(25.55)	13	(50.00)	
Music	33	(14.54)	5	(19.23)	
Speech/Debate/ Dramatics	31	(13.66)	2	(7.69)	
Journalism	24	(10.57)	5	(19.23)	
Pep Clubs	6	(2.64)	3	(11.54)	
Academic Clubs	42	(18.50)	12	(46.15)	
Service Clubs	54	(23.79)	10	(38.46)	
Social Clubs	70	(30.84)	16	(61.54)	
Student Govt	52	(22.91)	10	(38.46)	
Class Officer	22	(9.69)	2	(7.69)	
Other	20	(8.81)	2	(7.69)	

WHAT WAS THEIR BACKGROUND? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
EXTENT OF COLLEGE/UNIVERSITY ACTIVITY PARTICIPATION					
No Response	6	(2.64)			Approximately 43% of the student teacher and 69% of the counselor group reported moderate to extensive activity participation. While still significantly high, it represents an almost 50% decrease from the level of high school participation on the part of the student teachers. The counselor group, while showing a decrease, remained much more active during college/university than did the student teacher group.
None	36	(15.86)			
Minimal	87	(38.33)	8	(30.77)	
Moderate	73	(32.16)	11	(42.31)	
Extensive	25	(11.01)	7	(26.92)	
WORK EXPERIENCE DURING COLLEGE/UNIVERSITY					The descriptions of the various types of work experiences and the comments about the several types are the same here as they were in the section on high school work experiences. There was a significant increase in the percentage of student teachers who worked during college/university (89%) as compared to the 73% who worked during high school. The increase for the counselor group was from 69% during high school to 85% during college/university. The most significant increase in type of occupational employment was in the category of "Child Oriented" jobs for both groups. One hundred forty-six student teachers and fifteen counselors reported holding two or more jobs during the college/university period. Seventy-six student teachers and six counselors reported holding three or more jobs during the same period.
No Response	20	(8.81)	3	(11.54)	
None	5	(2.20)	1	(3.85)	
Child Oriented	55	(24.23)	6	(23.08)	
Sales	36	(15.86)	4	(15.38)	
Services	58	(25.55)	5	(19.23)	
Clerical	35	(15.42)	5	(19.23)	
Manual Labor	16	(7.05)	2	(7.69)	
Supervisory	2	(0.88)			
EXPERIENCE WORKING WITH CHILDREN/YOUTH					All responses were unstructured and later grouped into the categories listed. As a consequence, certain categories, such as "Casual" (which included contacts through family or friends) undoubtedly would have received more response had they been pre-structured. The "Counseling" category included contacts made as camp or youth leader,
No Response	23	(10.13)	3	(11.54)	
None	10	(4.41)	1	(3.85)	
Tchr-Full Time	30	(13.22)	5	(19.23)	
Tchr-Part Time	27	(11.89)	2	(7.69)	

WHAT WAS THEIR BACKGROUND? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
EXPERIENCE WORKING WITH CHILDREN/YOUTH (cont'd)					
Tutoring	21	(9.25)	1	(3.85)	scouts or Brownie leader, child care center worker, etc.
Babysitting	16	(7.05)			Most of the "Tchrs-Full Time" had been employed in parochial schools with a surprising number having taught in mission schools abroad. Most of the "Tchrs-Part Time" had worked as substitute teachers in the public schs.
Counseling	66	(29.07)	9	(34.62)	
Tchr Aide/ Tchr Ass't	19	(8.37)	1	(3.85)	
Church Youth Groups	9	(3.96)	3	(11.54)	Approximately 85% of both groups reported prior experiences of working with children/youth.
Casual	6	(2.64)	1	(3.85)	One hundred fourteen student teachers and ten of the counselors reported two or more different experiences. Forty-two student teachers and five counselors reported three or more different types of experience contacts.
PRIOR TEACHING/COUNSELING EXPERIENCE					
No Response	76	(33.48)	10	(38.46)	Forty per cent and 35% of the student teachers and counselors respectively reported prior teaching or counseling experience. Twenty-seven student teachers and two counselors reported two or more different experiences.
None	60	(26.43)	7	(36.92)	
Public Schs Full Time	10	(4.41)	4	(15.38)	
Public Schs Part Time	27	(11.89)	1	(3.85)	Most respondents who reported prior teaching or counseling experience in the "Government/Social Agency" category had worked either as instructors in the military or with agencies such as Headstart.
Private/Paroch Schs-Full Time	7	(3.08)			
Private/Paroch Schs-Part Time	15	(6.61)	2	(7.69)	There were a rather surprising number of "Pre-Student Teaching Programs" that appeared to actually involve teaching or counseling. Little is known about such programs and as such might warrant further investigation.
Peace Corps	3	(1.32)	1	(3.85)	
VISTA	4	(1.76)			
Govt/Social Agency	12	(5.29)	1	(3.85)	
Pre Student Tch Exps Programs	13	(5.73)			
PREPARATORY COURSES/PROGRAMS					The counselors as a group felt that they had had some type of preparatory program whereas 40% of the student teachers were either unaware of or did not take part in such programs. This
No Response	35	(15.42)	1	(3.85)	
None	59	(25.99)			

WHAT WAS THEIR BACKGROUND? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
PREPARATORY COURSES/PROGRAMS (cont'd)					discrepency is hardly surprising since the counseling program is itself specialized. The extent to which regular professional education programs and regular academic programs were reported as being preparatory should not be misinterpreted. Almost invariably such response was accompanied by a notation that indicated a single course or instructor value as opposed to broad preparation. Specialized preparation programs appeared to be quite rare even in education and virtually nonexistent in the academic fields. A significant number, fifteen, of the student teachers referred to the help that they had received through participation in the training programs initiated by churches and social agencies working in the inner cities.
All Courses	2	(0.88)	1	(3.85)	
Regular Prof Ed	44	(19.38)	18	(69.23)	
Regular Academic Program	16	(7.05)			
Both of Above	20	(8.81)	5	(19.23)	
Spl Prof Ed	31	(13.66)	1	(3.85)	
Spl Academic	3	(1.32)			
Both of Above	2	(0.88)			
Other Non-Sch Exps and Programs	15	(6.61)			

WHEN DID THEY GO?

YEAR OF PARTICIPATION					
No Response	1	(0.44)			The project had a reasonable balance in the number of participants for each of the three years of the project. This is an important factor in helping to insure that statistical significance is not affected by the time period in which the participants took part in the project.
1968 - 69	78	(34.36)	6	(23.08)	
1969 - 70	77	(33.92)	13	(50.00)	
1970 - 71	71	(31.28)	7	(26.92)	

WHERE DID THEY GO?

TYPE OF JOB CORPS CENTER					
Mens	58	(25.55)	20	(76.92)	The predominate number of counselors who had their experience at "Mens" centers is attributable to the fact that most of the counselors came from one institution which utilized only a male center. One hundred and nine of the student teachers at the Womens centers were female. It should be noted, however, that thirty-four of the females had
Womens	139	(61.23)	5	(19.23)	
Conservation	12	(5.29)			
Residential Manpower	18	(7.93)	1	(3.85)	

WHERE DID THEY GO?

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
TYPE OF JOB CORPS CENTER (cont'd)					their experience at exclusively male centers; either "Mens" or "Conservation" centers. Not a single female respondent made any comment which could have been interpreted as physical intimidation because of the nature of the center.
TYPE OF CENTER LOCATION					
No Response	4	(1.76)			The type of center used appears to be quite consistent with the kinds of centers available and yet also quite interesting in light of the corpsman population and type of problems served which characterize the job corps program.
Isolated	116	(51.10)	25	(96.15)	
Urban	106	(46.70)	1	(3.85)	
Both	1	(0.44)			

HOW LONG WERE THEY THERE?

LENGTH OF EXPERIENCE					
No Response	3	(1.32)	1	(3.85)	The most common length of full-time experience for the student teachers varied from 4 to 12 weeks with 8 weeks being the single most popular arrangement. The longer experiences almost invariably tended to be part-time experiences. The most common arrangement for the counselors was either a 16 or 18 week part-time experience.
2 Weeks	1	(0.44)			
3 Weeks	1	(0.44)			
4 Weeks	13	(5.73)			
5 Weeks	24	(10.57)	1	(3.85)	
6 Weeks	27	(11.89)	1	(3.85)	
7 Weeks	2	(0.88)			
8 Weeks	61	(26.87)	1	(3.85)	
9 Weeks	14	(6.17)			
10 Weeks	24	(10.57)			
11 Weeks	9	(3.96)			
12 Weeks	21	(9.25)	2	(7.69)	
13 Weeks	1	(0.44)			
14 Weeks		(0.44)			

HOW LONG WERE THEY THERE? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
LENGTH OF EXPERIENCE (cont'd)					
15 Weeks	2	(0.88)	1	(3.85)	
16 Weeks	10	(4.41)	11	(42.31)	
18 Weeks	3	(1.32)	6	(23.08)	
20 Weeks	1	(0.44)			
21 Weeks			1	(3.85)	
24 Weeks	2	(0.88)	1	(3.85)	
30 Weeks	1	(0.44)			
TYPE OF SCHEDULE					The great majority of the student teachers had a full-time experience, which based upon the negative comments related to the part-time experience, must have been the most valuable. The counselors, on the other hand, had primarily part time experiences; but this seemed to be consistent with the counseling schedules of the centers themselves and as such was not as disturbing to the counselors.
No Response	1	(0.44)			
Full Time	191	(84.14)	3	(11.54)	
Part Time	35	(15.42)	23	(88.46)	
VARIETY OF EXPERIENCE					The different institutional programs appeared to have used every type of variation in terms of center experience. The "Other" arrangement reported was a combination of part-time student teaching at both the center and the public school at the same time.
No Response	1	(0.44)	1	(3.85)	
Job Corps Only	86	(37.89)	16	(61.54)	
Preceded By Public Sch Exp	70	(30.84)	2	(7.69)	
Followed By Public Sch Exp	60	(26.43)	7	(26.92)	
Both Preceded and Followed By Public Sch Exp	5	(2.20)			
Other	5	(2.20)			

HOW WERE THEY SUPERVISED?

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
TYPE OF SUPERVISION					
No Response	1	(0.44)	1	(3.85)	For the ten who specified some "Other" type of supervision, six reported an arrangement that featured primary or sole supervision from the college or university. Three reported little, no, or poor supervision by anyone. One did not elaborate. Here again the statistics treat only of the type of supervision and could be misleading if one attempted to equate them with the degree of satisfaction felt in terms of the quality or quantity of supervision. A generalized impression would be that supervision was one of the weaker features of the project. In only four instances was either a center or institutional supervisor named or mentioned in a favorable manner.
Completely By Center Personnel	30	(13.22)			
Primarily By Center With Occasional College Visits	78	(34.36)	7	(26.92)	
Primarily By Center With Regular College Visits	51	(22.47)	4	(15.38)	
Shared Supervision By Both Center and College	62	(27.31)	9	(34.62)	
Other	5	(2.20)	5	(19.23)	

WHAT DID THEY SAY?

NUMBER OF ADDITIONAL COMMENTS					Respondents were furnished space in which to write comments if they wished. The extent to which they did so might be taken as some indication of their feelings about the experience.
None	94	(41.41)	15	(57.69)	
Written	133	(58.59)	11	(42.31)	
NATURE OF ADDITIONAL COMMENTS					
No Response	94	(41.41)	15	(57.69)	There was a surprisingly positive response, particularly in light of the use of a technique which more typically elicits negative postures. Many of the "Additional Comments" will be quoted in Chapters II, III, and IV to furnish substantiation or elaboration of the evidence presented with respect to the reasons for participation and the values and limitations reported.
Completely Positive	56	(24.67)	2	(7.69)	
Mostly Positive	24	(10.57)	4	(15.38)	
Mixed Positive and Negative	21	(9.25)	2	(7.69)	
Mostly Negative	14	(6.17)	1	(3.85)	
Completely Negative	18	(7.93)	2	(7.69)	

WHAT DID THEY SAY? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
ADDITIONAL COMMENTS - CLASSIFIED BY TYPE					The comments were analyzed in terms of the structure of this study. Obviously some of the 144 respondents furnished more than one type and so no attempt has been made to furnish any percentage breakdowns. Again, it is rather interesting to note the preponderance of positive types--"Values" and "Suggestions for Improvement."
Reasons For Participation	3				
Values	103		7		
Limitations	70		8		
Suggestions For Improvement	21		2		

WHERE ARE THEY NOW?

The following Figure shows where the 253 respondents were residing at the time of their response to the questionnaire. It should be kept in mind that the 253 student teachers and counselors were in attendance at colleges and universities located in only fifteen different states. They presently reside in thirty-one states, one territory, and two foreign countries.

FIGURE 2

PRESENT LOCATION OF FORMER PARTICIPANTS

WHAT ARE THEY DOING NOW?

Data Category		Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %
POST JOB CORPS EMPLOYMENT BY YEAR					
No Response		2	(0.88)		
Unemployed	1st	10	(4.41)		
	2nd	3	(1.32)		
	3rd	3	(1.32)		
	4th				
Student	1st	55	(24.23)	9	(34.62)
	2nd	12	(5.29)		
	3rd	8	(3.52)		
	4th	1	(0.44)		
Housewife	1st	9	(3.96)	1	(3.85)
	2nd	8	(3.52)		
	3rd	5	(2.20)		
	4th	1	(0.44)		
Military Service	1st	3	(1.32)		
	2nd	5	(2.20)		
	3rd	2	(0.88)		
	4th				
Teacher Job Corps	1st	8	(3.52)		
	2nd	9	(3.96)		
	3rd	3	(1.32)		
	4th	1	(0.44)		
Counselor Job Corps	1st				
	2nd	2	(0.88)		
	3rd				
	4th				
Administrator Job Corps	1st				
	2nd	1	(0.44)		
	3rd				
	4th				
Teacher Public Schools	1st	90	(39.65)	6	(23.08)
	2nd	76	(33.48)	5	(19.23)
	3rd	48	(21.15)	1	(3.85)
	4th	6	(2.64)		
Counselor Public Schools	1st	1	(0.44)	4	(15.38)
	2nd	3	(1.32)	4	(15.38)
	3rd	4	(1.76)	1	(3.85)
	4th	1	(0.44)		

Comments

The data is presented with a four-year breakdown as follows: All 253 respondents with the exception of the two "No Response" individuals would have had at least a one year employment potential. If they had been in the first group, 1968-69, the potential was four years; if the second group, 1969-70, three years, etc.

A tremendous variety of occupations was represented in the "Other" category. These were distributed as follows:

- Substitute Tchr-public Schs (7)
- Teacher Aide-public schs (2)
- Peace Corps (2)
- VISTA (1)
- Bureau of Indian Affairs (1)
- Headstart (1)
- Clerical (11)
- Business (12)
- Educationally related private corporations (9)
- Newspapers and magazines (3)
- Travel (3)
- Random ranging from night club entertainer to airline stewardess to owner of an art gallery to apprentice gourmet chef.

Those specified as being employed by a "Government Agency" included:

- Social Security Agency (1)
- Public Assistant (CWS) (1)
- Headstart (1)
- State Welfare Department (1)
- U.S. Army (instructor) (1)
- Census Bureau (1)
- Not specified (3)

The category "Social Agency" included:

- Teacher in Day-Care Center (1)
- Home for Emotionally Disturbed Adolescents (1)
- Not specified (2)

WHAT ARE THEY DOING NOW? (cont'd)

Data Category		Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
POST JOB CORPS EMPLOYMENT BY YEAR (cont'd)						
Administrator Public Schools	1st					
	2nd					
	3rd					
	4th					
Teacher Private Schools	1st	11	(4.85)			
	2nd	7	(3.08)	2	(7.69)	
	3rd	3	(1.32)			
	4th	1	(0.44)			
Counselor Private Schools	1st			1	(3.85)	
	2nd			1	(3.85)	
	3rd			1	(3.85)	
	4th					
Administrator Private Schools	1st					
	2nd					
	3rd					
	4th					
Government Agency	1st	4	(1.76)			
	2nd	7	(3.08)			
	3rd	3	(1.32)			
	4th	1	(0.44)			
Social Agency	1st	2	(0.88)	1	(3.85)	
	2nd	2	(0.88)			
	3rd	1	(0.44)			
	4th					
Faculty/ Staff of College/ University	1st	5	(2.20)	4	(15.38)	
	2nd	6	(2.64)	7	(26.92)	
	3rd	4	(1.76)	4	(15.38)	
	4th	2	(0.88)	1	(3.85)	
Other	1st	27	(11.89)			
	2nd	34	(14.98)	1	(3.85)	
	3rd	20	(8.81)			
	4th	1	(0.44)			
POST JOB CORPS EMPLOYMENT - PRESENT POSITION						
No Response		2	(0.88)			These responses represent what the participants were doing at the time that they responded to the questionnaire. It should be kept in mind that
Unemployed		7	(3.08)			

WHAT ARE THEY DOING NOW? (cont'd)

Data Category	Groups: Student Tchrs #	Student Tchrs %	Counselors #	Counselors %	Comments
POST JOB CORPS EMPLOYMENT - PRESENT POSITION (cont'd)					
Student	31	(13.66)	3	(11.54)	a significant number of them would have been only a single year out of the project and this perhaps would be some explanation of the rather high number responding as "Students." It could be assumed that these were either completing an undergraduate program or embarked on graduate work. Again the number who indicated "Other" types of employment was quite high. An analysis of the responses shows that 31 of the 42 were employed directly in what might be classified as "Helping Professions." That is, professions concerned directly with people and where the occupational intent is primarily that of helping to improve the lot of the people which it serves.
Housewife	16	(7.05)			
Military	2	(0.88)			
Tchr Job Corps	10	(4.41)	1	(3.85)	
Counselor Job Corps	1	(0.44)			
Admin Job Corps	1	(0.44)			
Tchr Public Sch	86	(37.88)	5	(19.23)	
Counselor Public Schs	4	(1.76)	4	(15.38)	
Tchr Private Schools	10	(4.41)	1	(3.85)	
Counselor Private Schs			2	(7.69)	
Government Agency	6	(2.64)			
Social Agency	2	(0.88)			
Faculty/ Staff College/ University	7	(3.08)	9	(34.62)	
Other	42	(18.50)	1	(3.85)	

CHAPTER SUMMARY

This chapter attempted to describe the 253 participants, 227 student teachers and 26 counselors, through the use of thirty-two different kind of data. As expected, every query produced the usual complete spectrum of response. It is possible, however, to describe for each kind of information the "typical" or numerically most common trait. This technique will be used, but it has the obvious "averaging" limitations.

"Who Were They?"

-The typical student teacher was female, age 21-22, single, an undergraduate, and a secondary major in either social studies or English.

-The typical counselor was either a male or female (almost equal numbers), approximately two years older than the average student teacher, as apt to be married as single, had been a secondary major, and was presently a graduate student with a major in counseling.

"What Was Their Background?"

-The typical student teacher and counselor had both been raised in a middle class (socio-economic status) home; in a community classified as either suburban or large city; attended a public, urban, or suburban high school with 750 or more students; participated to a moderate or extensive degree in a wide range of high school activities; reported having worked during high school, but with no clear pattern of occupational choice evident.

-They typically attended a public college or university and while there participated in activities, but at a markedly reduced rate. The counselor while exhibiting a decrease in activity participation, remained much more active. Both types were typically employed more than during high school and to a larger extent in "Child Oriented" jobs. They had had prior experience in working with children and a surprisingly large minority reported formalized prior teaching or counseling experience. The student teacher had usually not had a recognized preparatory course or program designed for the center experience. The counselor, on the other hand, almost always recognized his counseling program as preparation.

"When and Where Did They Go?"

-The student teacher could have attended any one of the three years of the program and have been typical. His experience would have been at a Womens Center which was either Isolated or Urban (approximately equal numbers of each reported). The counselor, however, was most likely to have had the experience during 1969-70 and at a Mens Center which was Isolated.

"How Long Were They There and How Were They Supervised?"

-The student teacher was most typically at the center for eight weeks of full-time experience which was either preceded or followed by a public school experience. The counselor was usually a part-time participant for a full semester with the center providing his only field experience. Supervision was almost always a responsibility shared by college and center personnel with the counselor having received slightly more college supervision than the student teacher.

"Where Are They Now and What Are They Doing?"

-Both types are as likely to reside in a state other than where they had the experience as to have remained, with the student teacher slightly more mobile, to be currently employed as some type of teacher or counselor at either a job corps center, a college or university, or a public or private school, with the public school being the single most common employer. The "Other" occupations held typically represent what might be called the "Helping Professions."

Both types readily supplied additional, primarily positive, comments. This will be most evident in the next three chapters.

STATISTICAL ANALYSIS OVERVIEW

The next three chapters focus on an attempt to identify which, if any, of the demographic characteristics of the respondents had a significant relationship to their expressed satisfaction with sets of structured items concerning the 'Reasons for Their Participation', 'Values They Perceived', and 'Limitations of the Experience'.

Chi Square, as structured in the MCNUX library programs, was the statistical test selected to determine the significance of the differences found between the observed and expected frequencies. This program offered the option of transgenerating those cells with an expected frequency of less than one. Because some of the demographic information were discrete variables and not continuous in nature, transgenerations were not always feasible. These demographic variables were deleted from the study. Additionally, it was necessary to disregard several additional chi squares because the expected frequency in one or more of the cells was less than one following the initial transgenera' .ons. The extremely limited size of the counselor group also made it necessary to treat the 227 student teachers and the 26 counselors as a total population of 253.

The demographic variables which remained following the collapsing of the cells were:

Sex
- Male
- Female

Marital Status
- Single
- Married
- Other

Educational Level
- Undergraduate
- Graduate

Teaching Level
- Elementary
- Secondary
- Both Levels

Size and Nature of Community Where Reared
- Rural
- Village
- Small City
- Suburban Area
- Large City

Size of High School Attended
- Under 300
- 300 - 499
- 500 - 1,000
- Over 1,000

Classification of High School Attended
- Rural
- Small City
- Suburban
- Large City

Extent of High School Activities
- None
- Minimal
- Extensive

Extent of College/ University Activities
- None
- Minimal
- Extensive

Type of Job Corps Experience Schedule
- Full Time
- Part Time

Variety of Experience
- Job Corps Only
- Job Corps Preceded By Public Sch Exp
- Job Corps Followed By Public Sch Exp
- Other Arrangement

Type of Supervision
- Completely by Center Personnel
- Primarily by Center Personnel with Occasional Visits by College/University Supervisor
- Primarily by Center Personnel with Regular Visits by College/University Supervisor
- Shared Supervision with Resident or Full Time College/University Supervisor Supplementing Supervision of Center Personnel
- Other

The pairing procedure yielded in excess of 900 chi square problems. Those which resulted in significant differences are reported in summary fashion within the three following chapters and in detail in Appendices D, E, and F.

The reader needs to keep in mind that a reported significance relates only to the relationship between the specific reason, values, or limitation and the demographic variable as a whole and not to its individual components. Thus, though the Availability of Housing at the Center was found to relate with Educational Level of the participants at the 0.01 level of significance, it is not possible to determine with this procedure whether it was of greater importance for the Undergraduate or the Graduate participants.

CHAPTER II

REASONS FOR PARTICIPATION

All respondents were asked to react to fifteen randomly ordered items which related to the reasons why they elected to participate in the project. The directions required a rating of the extent to which each item was of importance to them on a five point scale with a rating of "1" indicative of a reason of "Great" importance and "5" reflective of "No" importance. Opportunity was also available for them to supply additional "Other" reasons. Twenty-eight respondents did so. Only five of these additional reasons, however, were found to be truly different from the structured items and three of the five were non-usable because the intent of the meaning could not be determined.

The fifteen structured reasons were grouped into five categories for purposes of analysis and presentation as follows:

Reasons Which Had
- --(1) Humanitarian Value
- --(2) Utilitarian Value
- --(3) Instructionally Oriented Value
- --(4) Innovationally Oriented Value
- --(5) Miscellaneous Value

The style of presentation will be two-part and consistent for this and the next two chapters. First, in tabular form to present the response level by number and percentage for each group and the combined group for each reason adjudged to have been within one of the five categories. Those reasons which were found to have been significant will be emphasized. Second, an analysis of the table and the relevant participant comments will appear on the next page immediately opposite the table.

TABLE II

Significance of Those Reasons Adjudged to Have Had Humanitarian Value

Population	No or Not Usable Response		Extent of Significance (Great) 1		2		3		4		(None) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	Desire to work with Job Corps' type of student											
Student Tchrs	1	(0.44)	158	(69.60)	36	(15.86)	17	(7.49)	5	(2.20)	10	(4.41)
Counselors	0	(0.00)	14	(53.85)	8	(30.77)	2	(7.69)	1	(3.85)	1	(3.85)
Both Groups	*1*	*(0.40)*	*172*	*(67.98)*	*44*	*(17.39)*	*19*	*(7.51)*	*6*	*(2.37)*	*11*	*(4.35)*
	Significant at the 0.05 level with Educational Level											
	Significant at the 0.05 level with Type of Job Corps Scheduled Experience											
	Desire to help those less fortunate											
Student Tchrs	5	(2.20)	63	(27.75)	55	(24.23)	50	(22.03)	18	(7.93)	36	(15.86)
Counselors	0	(0.00)	5	(19.23)	6	(23.08)	9	(34.62)	3	(11.54)	3	(11.54)
Both Groups	5	(1.98)	68	(26.88)	61	(24.11)	59	(23.32)	21	(8.30)	39	(15.42)

HUMANITARIAN VALUE ANALYSIS

The two reasons for participation which were judged to have implications for being concerned with people and their problems are presented in Table II on the preceding page.

Only one of the items, "Desire to Work With Job Corps' Type of Student," was found to correlate significantly with the demographic data; e.g., Educational Level and Type of Job Corps Scheduled Experience. In both instances an examination of the specific responses made by the student teachers and counselors does not permit any interpretation as to the particular type of Level or Experience which might have been of greatest importance since both groups responded at approximately the same levels of significance. THIS ITEM WAS IDENTIFIED AS THE SINGLE MOST IMPORTANT REASON FOR PROJECT PARTICIPATION BY BOTH GROUPS IRRESPECTIVE OF THE CATEGORY OF REASON.

Two observations would appear possible from an examination of the two items. First, both groups of participants were obviously aware of the type of students at a job corps center and were, either because of this awareness or in spite of it, overwhelmingly anxious to participate. Second, there is no apparent explanation possible for the numeric choice discrepency between the two items. Both would appear to attempt measurement of a common factor and yet both elicited quite different responses, although the level of importance attached to each was quite high in both cases. It could be that participant acceptance is more readily gained through specific examples of deprivation, e.g., drop-outs, educational retardation, etc.; rather than by a generalized factor, e.g., "Those less fortunate."

The comments which follow represent an elaboration of "Why They Went." An assessment of just how important this reason was is better illustrated by the comments which are included as part of Chapter III.

RELEVANT PARTICIPANT COMMENTS

"I felt I would like to teach in the inner city and this would perhaps be helpful."

"Had two years of high school at ( ) with many kids from that type of home life."

"My own delinquent behavior." *"Like to work with minority."*

"Provided opportunity to work with ethnic groups not available in other teaching experiences."

"Really wanted to teach these children" *"Inner-city"*

"Am also a member of a minority group and I thought the students could interact well with me and vice versa."

"Wished to meet school dropouts."

"Desire to help people, everyone has problems at some time."

TABLE III

Significance of Those Reasons Adjudged to Have Had Utilitarian Value

Population	No or Not Usable Response		Extent of Significance (Great) 1		2		3		4		(None) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	Availability of Housing at the Center											
Student Tchrs	1	(0.44)	16	(7.05)	15	(6.61)	24	(10.57)	12	(5.29)	159	(70.04)
Counselors	1	(3.85)	0	(0.00)	0	(0.00)	1	(3.85)	0	(0.00)	24	(92.31)
Both Groups	*2*	*(0.79)*	*16*	*(6.32)*	*15*	*(5.93)*	*25*	*(9.88)*	*12*	*(4.74)*	*183*	*(72.33)*
	Significant at the 0.01 level with Educational Level											
	Significant at the 0.01 level with Classification of High School Attended											
	Significant at the 0.01 level with Type of Job Corps Scheduled Experience											
	Employment Opportunity Created by Virtue of Participation in the Program											
Student Tchrs	1	(0.44)	19	(8.37)	30	(13.22)	43	(18.94)	32	(14.10)	102	(44.93)
Counselors	0	(0.00)	0	(0.00)	0	(0.00)	6	(23.08)	5	(19.23)	15	(57.69)
Both Groups	*1*	*(0.40)*	*19*	*(7.51)*	*30*	*(11.86)*	*49*	*(19.37)*	*37*	*(14.62)*	*117*	*(46.25)*
	Significant at the 0.05 level with Type of Job Corps Scheduled Experience											
	Convenience of Location											
Student Tchrs	0	(0.00)	15	(6.61)	16	(7.05)	36	(15.86)	29	(12.78)	131	(57.71)
Counselors	0	(0.00)	1	(3.85)	1	(3.85)	6	(23.08)	5	(19.23)	13	(50.00)
Both Groups	0	(0.00)	16	(6.32)	17	(6.72)	42	(16.60)	34	(13.44)	144	(56.92)
	Subsidy of Travel											
Student Tchrs	1	(0.44)	5	(2.20)	11	(4.85)	24	(10.57)	24	(10.57)	162	(71.37)
Counselors	0	(0.00)	0	(0.00)	2	(7.69)	3	(11.54)	6	(23.08)	15	(57.69)
Both Groups	1	(0.40)	5	(1.98)	13	(5.14)	27	(10.67)	30	(11.86)	177	(69.96)
	Had No Choice--Either Assigned There Or Only Experience Available											
Student Tchrs	0	(0.00)	21	(9.25)	3	(1.32)	10	(4.41)	4	(1.76)	189	(83.26)
Counselors	1	(3.85)	2	(7.69)	1	(3.85)	2	(7.69)	1	(3.85)	19	(73.08)
Both Groups	1	(0.40)	23	(9.09)	4	(1.58)	12	(4.74)	5	(1.98)	208	(82.21)

UTILITARIAN VALUE ANALYSIS

Only two of the five reasons adjudged to have utilitarian (practical) value were found to correlate significantly with one or more of the demographic variables. Those reasons, numbers data, and statements of significance are emphasized in the table.

Housing at the Center was found significant at the 0.01 level when paired with the Educational Level of the total group. As was pointed out previously, this can only be interpreted as having meaning at the total category level; but since the table shows that only the student teachers were greatly concerned and since virtually all of them were undergraduates, it is probably safe to assume that availability of housing had greater importance for the undergraduate than the graduate participants. Again, since virtually all counselors were on a "Part Time" schedule and since none of them indicated any concern with housing at the center; it is also probable that this item had greatest meaning for those scheduled "Full Time" at the center.

For the same reason it is also probable that employment opportunity was of greater importance to those student teachers who were on a "Full Time" center schedule. Employment opportunity was also obviously of greater concern to the student teachers than the counselors. This is hardly surprising since most of the counselors were graduate students with previous and/or present employment in that capacity whereas the student teachers were for the most part seeking initial teaching employment.

One might conjecture that either the location of the centers was considered "convenient" or that travel inconvenience was not of great importance. The later is probably more accurate in light of the number of centers classified as "isolated" as shown in Chapter I. It is also interesting to note that the number of student teachers who reported the location as being of greatest importance (categories 1 and 2) is almost identical with the number who were most concerned about the availability of housing at the center.

Subsidized participant travel was a feature of the project. Evidently the participants did not consider it a very critical factor.

The final response should have been divided into two items since as constructed it is impossible to determine whether the "lack of choice" was because of forced assignment or because it was the only assignment available. Several of the comments quoted below would seem to support the later position.

RELEVANT PARTICIPANT COMMENTS

"I needed the money to finish my last term of school."

"It was the only summer student teaching experience and this time suited my needs."

"In view of my interests in vocational counseling and vocational training, it was the only opportunity offered in these areas by the university."

"Was offered during summer school." *"Husband was teaching there."*

"I was desperate to complete student teaching."

"It was probably the easiest thing I could have chosen."

"The Job Corps offered a summer term experience."

TABLE IV

Significance of Those Reasons Adjudged to Have Had Instructionally Oriented Value

Population	No or Not Usable Response		Extent of Significance (Great) 1		2		3		4		(None) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	Opportunity to work with programmed/individualized learning											
Student Tchrs	1	(0.44)	68	(29.96)	44	(19.38)	63	(27.75)	17	(7.49)	34	(14.98)
Counselors	1	(3.85)	1	(3.85)	3	(11.54)	2	(7.69)	5	(19.23)	14	(53.85)
Both Groups	*2*	*(0.79)*	*69*	*(27.27)*	*47*	*(18.58)*	*65*	*(25.69)*	*22*	*(8.70)*	*48*	*(18.97)*
	Significant at the 0.05 level with Type of Supervision											
	Interest generated by prior courses or programs											
Student Tchrs	0	(0.00)	34	(14.98)	38	(16.74)	38	(16.74)	27	(11.89)	90	(39.65)
Counselors	0	(0.00)	4	(15.38)	2	(7.69)	4	(15.38)	6	(23.08)	10	(38.46)
Both Groups	0	(0.00)	38	(15.02)	40	(15.81)	42	(16.60)	33	(13.04)	100	(39.53)

INSTRUCTIONALLY ORIENTED VALUE ANALYSIS

Two items related to this category. One, "Opportunity to Work With Programmed/ Individualized Learning," was found to pair significantly with the type of supervision provided during the center experience. Again, it is impossible to identify any specific pattern of supervision as being of greatest importance since all of the different patterns, as shown in Chapter I, p. 15, were used in approximately equivalent proportions.

It is also hardly surprising to find that a much higher percentage of the student teachers, approximately 50%, as opposed to approximately 15% of the counselors cited this as an important reason. The very nature of the teaching as opposed to counseling act should account for the difference.

Though it appears that a desire to work with these specialized instructional techniques was an important aspect of the decision making process, it is interesting to note that a much smaller number of student teachers indicated that such an interest had been generated by any prior courses or programs. One can only conjecture that either such courses or programs had not been available or that the emphasis of the courses or programs had not included these techniques. It is obviously also possible that the participants may not have taken such courses or programs even if available; and if available, the instructors may not have been aware of the instructional thrust at the job corps centers.

The limited value of preparatory courses and programs in helping with the decision making process when it deals with such specifics is quite consistent with the reporting of number and kind of such courses and programs in Chapter I, pp 11-12.

RELEVANT PARTICIPANT COMMENTS

Though only two respondents provided comments related to this category in connection with their reasons for going, it is quite revealing to read the many comments associated with these specific instructional techniques in Chapters III and IV which relate to the values and limitations of the experience itself.

"Dr. ( ) and his interpretation of the Job Corps Center and its place in society."

"I had prior experience at the center through observation of classes."

TABLE V

Significance of Those Reasons Adjudged to Have Had Innovationally Oriented Value

Population	No or Not Usable Response		Extent of Significance (Great) 1		2		3		4		(None) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	Opportunity to participate in new, different, innovative type of program											
Student Tchrs	0	(0.00)	145	(63.88)	45	(19.82)	23	(10.13)	9	(3.96)	5	(2.20)
Counselors	0	(0.00)	10	(38.46)	9	(34.62)	4	(15.38)	1	(3.85)	2	(7.69)
Both Groups	*0*	*(0.00)*	*155*	*(61.26)*	*54*	*(21.34)*	*27*	*(10.67)*	*10*	*(3.95)*	*7*	*(2.77)*
	Significant at the 0.05 level with Educational Level											
	Desire for a challenge beyond that presented by traditional schools or programs											
Student Tchrs	0	(0.00)	128	(56.39)	61	(26.87)	21	(9.25)	8	(3.52)	9	(3.96)
Counselors	0	(0.00)	8	(30.77)	11	(42.31)	2	(7.69)	0	(0.00)	5	(19.23)
Both Groups	*0*	*(0.00)*	*136*	*(53.75)*	*72*	*(28.46)*	*23*	*(9.09)*	*8*	*(3.16)*	*14*	*(5.53)*
	Significant at the 0.01 level with Educational Level											
	Opportunity to avoid participation in the traditional, regular type of program											
Student Tchrs	0	(0.00)	92	(40.53)	53	(23.35)	34	(14.98)	16	(7.05)	32	(14.10)
Counselors	0	(0.00)	8	(30.77)	6	(23.08)	3	(11.54)	2	(7.69)	7	(26.92)
Both Groups	0	(0.00)	100	(39.53)	59	(23.32)	37	(14.62)	18	(7.11)	39	(15.42)
	Opportunity to work in other than the traditional kinds of schools											
Student Tchrs	0	(0.00)	121	(53.30)	64	(28.19)	26	(11.45)	5	(2.20)	11	(4.85)
Counselors	0	(0.00)	14	(53.85)	8	(30.77)	1	(3.85)	1	(3.85)	2	(7.69)
Both Groups	0	(0.00)	135	(53.36)	72	(28.46)	27	(10.67)	6	(2.37)	13	(5.14)

INNOVATIONALLY ORIENTED VALUE ANALYSIS

Two of the four reasons which comprised this category were found to relate significantly to one of the items of demographic data; e.g., Education Level. Here again, it is probably safe to deduce that these reasons had greater significance for undergraduate students since it is obviously the undergraduate student teachers who proportionately found it of greater importance than the graduate counselors.

The first reason, "Opportunity to Participate in New, Different, Innovative Types of Programs," was numerically the second most important single reason. THE CATEGORY AS A WHOLE, HOWEVER, RECEIVED BY FAR THE HEAVIEST NUMERIC SUPPORT FROM BOTH GROUPS.

The levels of response to the first two reasons are interesting. Both relate to a teacher education program; one positive in terms of a "new, different, innovative program" and one negative in terms of the "avoidance of the traditional, regular type of program." The responses would seem to indicate a greater desire for something "different" as opposed to dissatisfaction with the "old." This should not be interpreted, however, as meaning that the participants were exactly happy with the "old" patterns; just that they were less unhappy.

The traditional public schools and their programs appear also to have been less than favorably perceived by both groups. The responses of particularly the counselor group to the last two reasons were interesting. It would appear that counselors found the "challenge" presented by the traditional schools and their programs difficult enough, but would prefer to work in "other than traditional schools."

RELEVANT PARTICIPANT COMMENTS

"Other opportunities at my college limited to rural--small city schools."

"The challenge."

"I did it as an alternative to taking a four hour credit micro-teaching course."

"Personally, to my way of thinking, the Job Corps experience was selected because it was the easiest possibility that was available to me. I didn't feel that I wanted to participate in the traditional experience because of its strict regimentation and its loose supervision and "busy work" attitude. I knew I would probably never teach so I wanted the easiest alternative available to me at this time, and this was what I considered the job corps experience."

TABLE VI

Significance of Those Reasons Adjudged to Have Had Miscellaneous Value

Population	No or Not Usable Response	Extent of Significance (Great) 1	2	3	4	(None) 5
	# %	# %	# %	# %	# %	# %
	Being selected by your institution to be in the program					
Student Tchrs	2 (0.88)	45 (19.82)	40 (17.62)	34 (14.98)	26 (11.45)	80 (35.24)
Counselors	0 (0.00)	5 (19.23)	4 (15.38)	6 (23.08)	2 (7.69)	9 (34.62)
Both Groups	2 (0.79)	50 (19.76)	44 (17.39)	40 (15.81)	28 (11.07)	89 (35.18)
	Significant at the 0.01 level with Variety of Job Corps Experience					
	Interest generated by contacts with prior participants in the Job Corps program					
Student Tchrs	1 (0.44)	27 (11.89)	21 (9.25)	22 (9.69)	17 (7.49)	139 (61.23)
Counselors	1 (3.85)	2 (7.69)	4 (15.38)	1 (3.85)	4 (15.38)	14 (53.85)
Both Groups	2 (0.79)	29 (11.46)	25 (9.88)	23 (9.09)	21 (8.30)	153 (60.47)
	Significant at the 0.05 level with Extent of High School Activities Participation					

MISCELLANEOUS VALUE ANALYSIS

Both of the items in this category could conceivably have been included under either of the two previous categories. It was decided not to do so because of possible multiple interpretations by both the respondents and the readers.

The first reason related significantly with the Variety of Job Corps Experience; e.g., Only experience, Preceded by public school experience, Followed by public school experience, or Other arrangement. It was not possible to ascertain which particular arrangement, if any, was of greatest importance in creating the significance. It would appear, however, that a further investigation is warranted in light of the difference the arrangement could have with respect to participant satisfaction.

No explanation is readily apparent to explain the significant relationship between the final reason and the "Extent of High School Activity Participation." It could be as simple as the more active one is the more likely he is to encounter prior participants or as complex as a particular type of activity and the extent of involvement being related to the association with the prior participants.

RELEVANT PARTICIPANT COMMENTS

"Felt the experience would be very worthwhile."

"Selfish reasons--felt I needed the experience."

CHAPTER SUMMARY

It is most apparent that the participants did have reasons for their participation. Some of which they greatly shared in common. Some which seemed to have significance for only a few. The two which are identified as being the most important in terms of the decision making process were "Desire to Work with Job Corps' Type of Student" and "Opportunity to Participate in New, Different, Innovative Type of Program."

When the fifteen structured reasons were categorized, it was found that all five categories had at least one item that was statistically significant when paired with one or more types of the demographic data. Five different types of demographic characteristics were found to relate to one or more of the reasons; with the Education Level (undergraduate or graduate) being the most frequently significant.

The reasons cited, particularly when compared with the perceived values and limitations, should have particular meaning for present and prospective project designers and evaluators. This analysis will be attempted in Chapter V.

CHAPTER III

VALUES OF THE EXPERIENCE

This chapter presents the responses the participants made when requested to rate each of twelve structured values as these related to their experience at the job corps center. The respondents were again given the opportunity to supply additional values if they felt that the structured items did not adequately represent their situation. Ten of the thirteen such responses were arbitrarily equated with being the same as structured items. The remaining three were judged to be limitations rather than values and were consequently added to the items in the next chapter.

The twelve structured responses were grouped into four categories for purposes of analysis and presentation. One new category, in addition to those used in Chapter II, was added since it seemed to characterize a very common and strongly held value, "Personal Growth." The Miscellaneous category was not used in this chapter since all of the items were assignable to other categories. It also seemed desirable to use certain of the items in several of the categories because of the rather obvious multi-category implications as revealed by the additional comments supplied by the participants. The Instructionally and Innovationally Oriented Categories were combined since both the response items and the additional comments seemed to make quite clear the close relationship that existed between them. The groupings then for this chapter are:

Values of the Experience Which Were
- --(1) Humanitarian
- --(2) Utilitarian
- --(3) Related to Personal Growth
- --(4) Instructionally and Innovationally Oriented

The presentation and analysis style will be the same as used in the previous chapter. A minor change in the style of presenting the "Relevant Participants Comments" was felt necessary inasmuch as many of them were quite lengthy and treated of several factors. For these reasons, some were divided and assigned to the category which seemed most appropriate. The use of the technique, ". . . or . . .", will indicate those quotes which were divided or interrupted.

"My college supervisor was excellent. He was always available and he was a good listener. Sometimes when you're student teaching you just need to talk and talk."

"The out-of class contact was a real learning situation for me. I feel that I really got to know the corpsmen and could understand their problems. I think this made me a better teacher."

"A job corps experience provided invaluable experience for a counselor to gain insight and growth from their frame of reference. Can't understand their values and behaviors without that."

TABLE VII

Significance of Those Values Adjudged to Have Been Humanitarian

Population	No or Not Usable Response	Extent of Significance (Great) 1	2	3	4	(None) 5
	# %	# %	# %	# %	# %	# %
	Made a direct societal contribution					
Student Tchrs	3 (1.32)	44 (19.38)	52 (22.91)	67 (29.52)	28 (12.33)	33 (14.54)
Counselors	0 (0.00)	2 (7.69)	8 (30.77)	10 (38.46)	4 (15.38)	2 (7.69)
Both Groups	*3 (1.19)*	*46 (18.18)*	*60 (23.72)*	*77 (30.43)*	*32 (12.65)*	*35 (13.83)*
	Significant at the 0.05 level with Size/Nature of Community Where Reared					
	Created better understanding of the problems of disadvantaged youth					
Student Tchrs	0 (0.00)	152 (66.96)	48 (21.15)	15 (6.61)	6 (2.64)	6 (2.64)
Counselors	0 (0.00)	12 (46.15)	11 (42.31)	3 (11.54)	0 (0.00)	0 (0.00)
Both Groups	*0 (0.00)*	*164 (64.82)*	*59 (23.32)*	*18 (7.11)*	*6 (2.37)*	*6 (2.37)*
	Significant at the 0.01 level with Type of Job Corps Scheduled Experience					

HUMANITARIAN VALUE ANALYSIS

The frequencies of both the value reasons adjudged to have had humanitarian implications were found to yield significant Chi Squares when paired with certain items of demographic data. Regretably, once again, it is impossible because of the statistical technique used to identify the possible cause and effect relationship primarily responsible for creation of the significance. It would have been most interesting and possibly useful for future project directors to know for example, what "Size/Nature of Community" had the greatest relationship to a feeling of "Making a Direct Societal Contribution." The technique used does not permit such an internal item analysis.

The frequencies of the second item, "Created Better Understanding of the Problems of Disadvantaged Youth," when paired with "Type of Job Corps Scheduled Experience" resulted in a significant Chi Square at the 0.01 level. The two types possible were either full or part-time assignments. An examination of the data presented on page 14 of Chapter I indicates that the great majority of the student teachers had a full-time experience and virtually all counselors a part-time experience. Yet both groups overwhelmingly found their particular arrangement conducive to the creation of a better understanding. Perhaps the most logical explanation would be that the time variable has greater meaning for the type of experience; i.e., teaching or counseling, than it does for all kinds of experience. The nature of what is expected and what a teacher and counselor do may have real significance in terms of planning the type of scheduled experience.

RELEVANT PARTICIPANT COMMENTS

"My experience at job corps gave me a totally new view of the minority cultures. It adds a general knowledge to my background. In jobs since, I have not experienced more than one minority group student so my understanding (of minority cultures) has not been directly applicable. Indirectly, the knowledge is something I wouldn't want to be without. The attitude of the job corps student teacher shouldn't be 'save the world' attitude. It is a job and an educational experience and a student teacher should approach it in that manner."

"I am pleased that I had the opportunity to do a counseling practicum at the Job Corps Center. I felt that it gave me a great deal of insight into the problems and misfortunes of truly 'disadvantaged' men . . ."

"A job corps experience provided invaluable experience for a counselor to gain insights and grow in empathy--that is, see things from their frame of reference. What is anti-social and immoral from our point of view is not only acceptable--but a way of gaining acceptance and status from theirs in some cases. Can't understand the values and behavior without that!"

"Unique--self-fulfilling--very rewarding. An opportunity to learn about and better understand some of the problems of these kids who are locked-up-against-the-wall and job corps is only answer left . . ."

"Unfortunately, I have not taught since graduating in '69 from ( ), but I feel the Job Corps experience has helped me understand problems of any minorities--racial or economic."

"Enjoyed the experience very much, gained a good understanding of some minority student problems . . ."

"The Job Corps experience was a very worthwhile one. I only wish I could have helped a couple of the boys more."

"I personally believe I gained a great deal from my experience at job corps. I do think the type of student encountered there is the one we should concern ourselves with in the public schools. I now feel that I have gained some insight into some of the types of problems encountered by the students. I hope I have the ability to help them establish some meaningful goals in life."

"I'll always value my experience at the Job Corps Center, because it made me see for myself other people who weren't as fortunate as I, did exist and do need help, and will work for help if you will give it."

"I felt the personal satisfaction of helping job corps women made my teaching most interesting and satisfying."

". . . I feel that the greatest value to me was to see that the kids though not accomplished in 'middle class' skills were capable VITAL PEOPLE. A common mistake in Home Economics (and an easy trap to fall into even when you are aware of it) is to promote a particular value system; particular social skills, etc., at the expense of promoting understanding, empathy, and developing a climate for change. Thought they were in the first place, but this concrete experience made it true not just a theory."

TABLE VIII

Significance of Those Values Adjudged to Have Been Utilitarian

Population	No or Not Usable Response		Extent of Significance (Great) 1		2		3		4		(None) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	Financial subsidy (travel and/or housing)											
Student Tchrs	1	(0.44)	18	(7.93)	17	(7.49)	23	(10.13)	29	(12.78)	139	(61.23)
Counselors	0	(0.00)	0	(0.00)	0	(0.00)	1	(3.85)	5	(19.23)	20	(76.92)
Both Groups	*1*	*(0.40)*	*18*	*(7.11)*	*17*	*(6.72)*	*24*	*(9.49)*	*34*	*(13.44)*	*159*	*(62.85)*
	Significant at the 0.05 level with Educational Level											
	Significant at the 0.05 level with Type of Job Corps Scheduled Experience											
	Led to post experience employment											
Student Tchrs	4	(1.76)	36	(15.86)	19	(8.37)	27	(11.89)	22	(9.69)	119	(52.42)
Counselors	0	(0.00)	0	(0.00)	4	(15.38)	0	(0.00)	4	(15.38)	18	(69.23)
Both Groups	*4*	*(1.58)*	*36*	*(14.23)*	*23*	*(9.09)*	*27*	*(10.67)*	*26*	*(10.28)*	*137*	*(54.15)*
	Significant at the 0.05 level with Educational Level											
	Significant at the 0.05 level with Size/Nature of Community Where Reared											
	Significant at the 0.05 level with Type of Job Corps Scheduled Experience											
	Contributed directly to success in post experience employment											
Student Tchrs	3	(1.32)	42	(18.50)	26	(11.45)	42	(18.50)	26	(11.45)	88	(38.77)
Counselors	0	(0.00)	2	(7.69)	6	(23.08)	6	(23.08)	1	(3.85)	11	(42.31)
Both Groups	*3*	*(1.19)*	*44*	*(17.39)*	*32*	*(12.65)*	*48*	*(18.97)*	*27*	*(10.67)*	*99*	*(39.13)*
	Significant at the 0.01 level with Size of High School Attended											
	Significant at the 0.05 level with Variety of Job Corps Experience											

UTILITARIAN VALUE ANALYSIS

The frequencies of all three reasons grouped under the heading of the Utilitarian category when paired with items in the demographic data resulted in two or more significant Chi Squares for each reason. It is interesting that in all three instances the numbers of both groups who judged the reason to be of greatest importance, 1 or 2 on the scale, were much less than those who found it to be of little or no importance, 4 or 5 on the scale. One can only conjecture that for the minority for whom financial subsidy was critical, that it did make a difference whether they were undergraduate or graduate students. The fact that the counselors were graduates and obviously little concerned with this factor would seem to indicate that though financial considerations were hardly critical in terms of total numbers that it was of paramount importance to some individual undergraduates. Again, it is apparent for much the same reason that those who participated on a full-time basis were in greater financial need than those on a part-time basis.

The frequencies of post experience employment when paired with three factors, Educational Level, Size/Nature of Community and Type of Job Corps Scheduled Experience, resulted in significant Chi Squares. It would be valuable to know which Size or what Nature of Community was most closely related to this reason; however, such a statistical interpretation is not in order. The same general comment can be made with respect to the relationships between the Size of High School Attended and Variety of Job Corps Experience as compared with the factor, Contributed Directly to Post Experience Employment.

It is fairly obvious that though the counselors did not find that the experience led to employment (remember that most of them came from existent counselor jobs), they felt the experience did contribute to their success in post experience employment.

The significance that both groups attached to the final two items is perhaps best judged by the additional comments they made which follow below and those which are a part of the Instructionally and Innovationally Oriented Category presentation.

RELEVANT PARTICIPANT COMMENTS

". . . Very thankful for the available housing and financial subsidy in travel. Kind of made it possible to partake in this experience."

"In retrospect, I am very glad to have had the opportunity to be at a Job Corps Center. For me, it was a unique experience which I am now using in my jobs."

"Because of, in part, my experience at Job Corps, I believe I was offered a teaching position, Learning Disability Group Teacher, for which I had no formal training--no special education classes. Because of my experiences at Job Corps I chose my present position--English and music--offered me at the same time by the same district. Job Corps helped me understand somewhat the problems and frustrations of students behind in school. I also learned how exciting teaching would be and learning for students. The girls wrote, produced and acted in a play chosen on a topic which concerned them--drugs. It was close-circuited taped on TV and played for the entire center. The girls did most of the work. I also taught piano at Job Corps. The girls came in and practiced even though the class was just before dinner--they learned to play in a remarkably short period of time."

RELATIVE PARTICIPANT COMMENTS (cont'd)

"It must be said that the best part of my experience at the center was actually living on the center with the corpsmen. After the classroom activity was over this provided the greatest insights into what was actually happening at the center."

"I was selected to student teach at the Center because I had a beard. No other school at the time would accept me on that basis . . ."

"My experience at the Job Corps Center has proved valuable so many times and in so many ways it is unbelievable. It gave me the opportunity to really concretely see that disadvantaged students do exist live today and also the chance to meet and interact with persons of all races. This latter was something I had never done before. In my teaching experience after I was working in a school district where the Caucasian students was the minority. I was able to cope fairly well with the various cultures exposed to me due to my Job Corps experiences. Right now I am in the military working as an assistant correctional officer, working with prisoners at the stockade. Here again I can fall back on many things learned at Job Corps."

"My college counselor advised me it was an unwise decision and would be looked down upon by my future employers. I have only taught in one area, but did not find this to be the case."

"At the time of student teaching, I was a little apprehensive about whether or not my experience would be an asset when I tried to get a job later on (either in Educ. or in Business). This anxiety did not however lessen my enthusiasm and enjoyment of the Student teaching project. I have found in the past 2 1/2 years that my experience has been not only considered as a good recommendation in being hired, but also as a constant subject of inquiry. I have been proud to say I was in the project, and it has helped me in securing jobs since then."

"I thought my experience extremely helpful. At that time in my particular area--Reading Readiness and remedial reading problems--too many girls were in each class for the personal needs of each individual (20 or more per class). My job, as 6th grade reading teacher was obtained due to my experience with Job Corps. This summer I will be working with girls as Art and Reading teacher."

"This experience represented a continuation of previous employment for me and not a new experience. Essentially, I was able to refine my counseling approach."

"The Job Corps experience has helped me a great deal in my teaching career."

"Since I am now working as a reading teacher in the same Job Corps as I student taught, my experience was extremely valuable in getting used to the students, classroom management and working in this type of situation. It makes one realize where public school fails."

RELEVANT PARTICIPANT COMMENTS (cont'd)

". . . I do hope that I will be able to work with the Job Corps at some future date. I also think it helped me to become a better teacher with the young children I work with. I felt it is most important to start with the very young so that more kids won't have a need for the Job Corps in the future!"

"At the time I signed up for student teaching at a job corps center I was not planning to teach in my minor, special education for mentally retarded. Student teaching at the center completed my requirement for special ed. I did sign a contract to teach special ed. I am sure my first year of teaching would have been easier if I had received my student teaching in a regular classroom. I have, however, been grateful for the experience I had at Job Corps."

"My Job Corps experience was the best preparation I had for covering the urban schools for a newspaper. Urban schools, otherwise, might have seemed foreign to me . . ."

". . . What I learned at the Job Corps Center about myself, education and disadvantaged youth is unmeasurable. The experience was totally beneficial and the knowledge I gained has helped me immensely in public school teaching. Hopefully, I can work towards abolishing those educational situations that created a need for the Job Corps."

TABLE IX

Significance of Those Values Adjudged to Have Personal Growth Value

Population	No or Not Usable Response #	%	Extent of Significance (Great) 1 #	%	2 #	%	3 #	%	4 #	%	(None) 5 #	%
	Created better understanding of the problems of disadvantaged youth											
Student Tchrs	0	(0.00)	152	(66.96)	48	(21.15)	15	(6.61)	6	(2.64)	6	(2.64)
Counselors	0	(0.00)	12	(46.15)	11	(42.31)	3	(11.54)	0	(0.00)	0	(0.00)
Both Groups	*0*	*(0.00)*	*164*	*(64.82)*	*59*	*(23.32)*	*18*	*(7.11)*	*6*	*(2.37)*	*6*	*(2.37)*
	Significant at the 0.01 level with Type of Job Corps Scheduled Experience											
	Basis for a career decision											
Student Tchrs	3	(1.32)	35	(15.42)	49	(21.59)	59	(25.99)	30	(13.22)	51	(22.47)
Counselors	0	(0.00)	3	(11.54)	5	(19.23)	6	(23.08)	4	(15.38)	8	(30.77)
Both Groups	3	(1.19)	38	(15.02)	54	(21.34)	65	(25.69)	34	(13.44)	59	(23.32)
	Opportunity for own personal growth											
Student Tchrs	0	(0.00)	140	(61.67)	63	(27.75)	15	(6.61)	6	(2.64)	3	(1.32)
Counselors	0	(0.00)	12	(46.15)	10	(38.46)	3	(11.54)	1	(3.85)	0	(0.00)
Both Groups	0	(0.00)	152	(60.08)	73	(28.85)	18	(7.11)	7	(2.77)	3	(1.19)

PERSONAL GROWTH VALUE ANALYSIS

This was an additional category created because of the very high frequency of mention by the participants in the additional comments they supplied.

Though most of them indicated by both their numeric choices and comments growth values in terms of increased awareness of other peoples, it is also obvious that this had a direct relationship in many instances to personal career decisions.

Most of the career decisions mentioned a heightened desire to continue work with the disadvantaged and in an "alternative" type of setting. (See particularly the comments which are a part of the Instructionally and Innovationally Oriented section of this chapter.) A few, however, found (additionally reenforced in the Limitations chapter) that this alternative setting and particular population was not for them. To the extent that this can prevent future unhappy and dissatisfied teachers and to the extent that this condition can be equated with less successful teachers, any negative connotations might be thought of as positive in terms of the exploratory value of the project.

The final response item, Created Better Understanding of the Problems of Disadvantaged Youth, was included here as well as in the first category since it seemed to have importance not only for the fostering of a "humanitarian" attitude; but also was quite critical, as made apparent by the comments, to one's own "personal growth."

RELEVANT PARTICIPANT COMMENTS

"Fantastic experience--probably the most worthwhile thing I did in college . . ."

"My 10 weeks at the Job Corps Center was the most memorable and valuable teaching experience I have had. Teaching a 'Split term' (5 weeks public school and 5 weeks at the center) was interesting for comparison. However, more time should be devoted to the Job Corps and counseling."

"I found the experience extremely important as far as helping me decide what I wanted. By splitting the experience, I found that the public schools were not ready for me or I for them. Therefore saving problems if I had gone into public education. Generally, I found the Center staff more than willing to help. I'm sorry I cannot say more for the college end of the deal---"

". . . However, viewing the Job Corps experience from this point in time in my professional preparation I would highly recommend it to anyone who wishes to 'find himself' in the teaching profession."

"It was due to the experience of teaching at the center that I recognized the interest I have in counseling. My only regret was that there was no opening for me once I completed my university program. Having been raised in an environment similar to that which many of the students came from, I felt much better able to understand their anxieties and also the 'hang-ups' they had regarding education and its applications for them. They really wanted information that could enable them to understand and correct their homelife problems--most of the girls never had a guy really level with them about marriage, money, sex, homes, clothes, etc. and that is what I did."

"Very satisfied with Job Corps experience. If I had gone right into a public school teaching position, I might better be able to relate the experience and how well it prepared me for teaching. As a human contact experience, a human involvement experience, I can say the Job Corps placement was most appropriate and rewarding educational experience I shall not soon forget. This was one of the biggest personal growth periods during my doctoral program."

"I am living in an integrated neighborhood which is quickly becoming a black neighborhood. My experience in Job Corps has helped me to cultivate a better understanding of blacks and has helped me get along very well with the black families in the neighborhood."

"I presently would prefer to be employed in the Job Corps rather than in Public Schools where I am now. It proved to be the most valuable experience I had to prepare for the field of Education. I know it was more valuable than student teaching in a Public School."

"My experience at the center was satisfactory in regard to my learning about underprivileged students, their backgrounds, and their learning disadvantages because of these backgrounds. I had had no previous experience in this area. . ."

". . . A truly rewarding experience that added a dimension to my life and to the life of my immediate family."

"Job Corps experience extremely positive. After the experience I no longer pursued a teaching career in the public schools and hope eventually to work with disadvantaged youth in a non-public school atmosphere."

"Enjoyed the experience completely and felt it has made a significant impact on my life and choice of careers."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I find every day at Job Corps a rewarding one filled with new experiences each day. The emphasis here is on the student--not the system or teacher or parent. For these reasons I would never teach in a public school unless a great financial crisis occurred. I would want my own children to go to job corps--I believe in it so much. I do not believe I would have been hired here unless I had done my student teaching here."

"I feel that it is of the utmost importance that the teacher feel a deep sense of satisfaction and fulfillment to be able to do this job well. A teacher needs to feel that what he is doing is benefiting, and is appreciated by, the students. It is difficult to communicate my feelings about my job corps experience in such a brief comment. I can truthfully say that in my three years of teaching experience since Job Corps I have yet to experience the personal satisfaction and feeling of worth which I experienced in Job Corps."

"My job corps experience was personally very rewarding, but the educational knowledge I gained there has little application to the public school I now teach in. Possibly I do have more empathy for the Black students I teach because of Job Corps."

"I was not turned on by the possibility of student teaching at a center. I had little interest and no education experience and my major interest and subject area was not part of the program. I went anyway. I had accepted a teaching position for coming fall with the stipulation I summer student teach. (over the proverbial barrel). I experienced one of the most rewarding-satisfying richest of experiences. Was myself for one of the few times in my life. I grew greatly--and gained much from each relationship I made . . ."

". . . was a good experience for me in terms of personal growth and clarifying my desire to teach in the inner city . . ."

"The experience at the center was one of the most rewarding and awakening I have ever had. A great deal was learned about myself in regards to teaching ability and self-assurance . . ."

"I consider myself fortunate to do part of my student teaching at the Job Corps. I can't imagine anything that made a greater impact on my life . . ."

". . . I am now working on a masters in special education learning disabilities and mental retardation which I feel is a direct result of my job corps experience."

"I really believe in the Job Corps educational experience and it brought me to a better understanding of so many things it is impossible to enumerate here . . ."

". . . As a white male in a predominantly black women's center, I had an invaluable student teaching experience. I had hoped to work with the Job Corps--but the jobs were almost impossible to get. I believe I contributed to the Job Corps program more than what was asked of me. All of the student teachers seemed to do this."

". . . Very glad that I did my student teaching experience at a Job Corps Center. I was personally limited due to fatigue as I was recovering from a long-term illness, otherwise it was a full and worthwhile experience."

"Exciting and most enjoyable time of my entire years in college."

"I am so gratified for having the opportunity to work with the job corps female students. My experience was most satisfying. I felt wanted, needed, and appreciated the entire 8 weeks. There existed a very special kind of closeness in working with this type of person . . ."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I recommend that student teachers be allowed to take part in this wonderful teaching experience. It was very beneficial to me in the area of education. If at all possible, I plan on working in Job Corps in the future."

"I really enjoyed and benefited from the experience . . ."

"My experience at the Job Corps Center was extremely positive. My experience with counseling was particularly important in helping me to affirmatively decide to pursue my graduate education in this field."

"Being at the Job Corps Center was one of the most rewarding experiences I have ever had. Up until the time I left the state, I maintained contact with many of the corpsmen as well as staff members. My experience at the center greatly influenced my direction--I have subsequently been involved with program at the Girl's School, taught in a public school, and am now pursuing a Ph.D. program. My work here involves projects with youths assigned to detention camps and others with severe reading disabilities. For me, Job Corps could never be replaced!"

"I personally found the Job Corps experience most gratifying in terms of my own growth and in being able to get a sense of the humanness of teaching . . ."

"I plan to return to graduate school this coming fall in a program of counseling and guidance with emphasis on disadvantaged youth. My experience student teaching at the Job Corps center had a great impact in my decision to return to grad school and eventually work in a similar type situation. It was the most worthwhile two months of my college career--and my career since. I'm very anxious to apply my experience at the Job Corps to a new, but related teaching job."

"It was great."

"Job Corps experience was very valuable in giving me an understanding of the needs of educational deprived youth and especially minority groups. In addition my experience that followed at the local high school provided me with an interesting contrast between the two. Although I did not continue in Job Corps work, the four weeks were a great inspiration to continue or begin a career in this area."

"The experience was eye-opening: previously I had not considered myself 'sheltered,' yet actually work with girls whose life styles were so varied and different from mine was an experience which I shall <u>not</u> forget . . ."

"I found my experience most satisfactory because of my relationships with the corpswomen."

"I enjoyed working at the Job Corps Center and I enjoyed my women students especially. I hope these women were successes as they were good students and good friends. I hope they were placed in jobs and if they ever need any type of recommendation, I would be more than happy to recommend them! . . . I am happily working on my master's in Speech Pathology and thank-you for the wonderful experience at the Job Corps."

TABLE X

Significance of Those Values Adjudged to Have Been Instructionally and Innovationally Oriented

Population	No or Not Usable Response	Extent of Significance (Great) 1	2	3	4	(None) 5
	# %	# %	# %	# %	# %	# %
	Better supervision than otherwise would have been available					
Student Tchrs	1 (0.44)	34 (14.98)	25 (11.01)	60 (26.43)	36 (15.86)	71 (31.28)
Counselors	0 (0.00)	4 (15.38)	5 (19.23)	4 (15.38)	5 (19.23)	8 (30.77)
Both Groups	*1 (0.40)*	*38 (15.02)*	*30 (11.86)*	*64 (25.30)*	*41 (16.21)*	*79 (31.23)*
	Significant at the 0.01 level with Type of Supervision					
	Exposure to instructional materials and techniques not otherwise available					
Student Tchrs	1 (0.44)	86 (37.89)	48 (21.15)	36 (15.86)	30 (13.22)	26 (11.45)
Counselors	0 (0.00)	4 (15.38)	4 (15.38)	2 (7.69)	4 (15.38)	12 (46.15)
Both Groups	*1 (0.40)*	*90 (35.57)*	*52 (20.55)*	*38 (15.02)*	*34 (13.44)*	*38 (15.02)*
	Significant at the 0.05 level with Educational Level					
	Significant at the 0.05 level with Type of Job Corps Scheduled Experience					
	Significant at the 0.05 level with Type of Supervision					
	Greater freedom to interact with pupils/staff					
Student Tchrs	0 (0.00)	133 (58.59)	48 (21.15)	25 (11.01)	10 (4.41)	11 (4.85)
Counselors	0 (0.00)	5 (19.23)	11 (42.31)	3 (11.54)	4 (15.38)	3 (11.54)
Both Groups	*0 (0.00)*	*138 (54.55)*	*59 (23.32)*	*28 (11.07)*	*14 (5.53)*	*14 (5.53)*
	Significant at the 0.05 level with Extent of Coll/Univ Activity Participat					
	Significant at the 0.01 level with Type of Job Corps Scheduled Experience					
	More opportunities for content and methods variation than in public school situation					
Student Tchrs	3 (1.32)	77 (33.92)	43 (18.94)	50 (22.03)	23 (10.13)	31 (13.66)
Counselors	0 (0.00)	3 (11.54)	9 (34.62)	3 (11.54)	3 (11.54)	8 (30.77)
Both Groups	3 (1.19)	80 (31.62)	52 (20.55)	53 (20.95)	26 (10.28)	39 (15.42)
	Provided for a kind of pupil exposure not otherwise available					
Student Tchrs	1 (0.44)	162 (71.37)	44 (19.38)	11 (4.85)	1 (0.44)	8 (3.52)
Counselors	0 (0.00)	12 (46.15)	9 (34.62)	2 (7.69)	2 (7.69)	1 (3.85)
Both Groups	1 (0.40)	174 (68.77)	53 (20.95)	13 (5.14)	3 (1.19)	9 (3.56)

INSTRUCTIONALLY AND INNOVATIONALLY ORIENTED VALUE ANALYSIS

Five items formed this category. Two dealt with content and material techniques and/or methods, two with pupils and/or staff, and one with supervision.

The frequencies of the "Supervision" item, not surprisingly, when paired to the Type of Supervision utilized in the projects yielded a significant Chi Square. The types varied widely, see Chapter I, p. 15, and the Statistical Analysis Overview, p. 21; and as a consequence it was impossible to attribute to any particular arrangement significance in terms of acceptability or dissatisfaction. The Additional Comments, however, would seem to indicate that (1) satisfaction was more dependent upon the individual supervisor than the arrangement, and (2) those colleges or universities that utilized full-time, resident supervisors had the more acceptable arrangement in terms of producing satisfaction. Not surprisingly the Type of Supervision was also related to the degree of satisfaction felt with respect to Exposure to Instructional Materials and Techniques Not Otherwise Available. It would appear that this is a most logical cause and effect relationship.

The participants seemed to indicate that they had slightly greater exposure opportunities to materials and techniques than they did to variation opportunities. In both instances, however, approximately half indicated that something in terms of materials and permissiveness was present there that they otherwise would not have had. A serious limitation, often overlooked, was the fact that for approximately 38% of the student teachers job corps represented their only experience. This makes something less than credible their ability to make a comparative judgment.

The participants felt much greater confidence that the kind of pupil exposure and freedom to interact with pupils and staff, approximately 90% and 80% respectively, at the center was other than would have been available in the public schools. Again, the lack of dual exposure limitation prevails; but in these two instances the percentage of agreement is so much higher that it lends greater credence to the reaction.

The data are most meaningfully interpreted following a reading of the comments which follow. It is suggested that the reader return to an examination of this table after he has read the voluminous comments to ascertain whether or not a certain flavor then permeates them.

RELEVANT PARTICIPANT COMMENTS

"This experience was good because I gained valuable knowledge in teaching skills and in working with the so-called 'under-privileged' . . ."

"Although I student-taught only 90 hours in a summer school situation, I found the materials available to experiment with justified any cultural difference that might have existed between myself and the girls. I think, being a male in a women's job corps setting made my teaching experience easier and more fulfilling for me. The regular teacher was on vacation and I got to put into practice some theories I had been limited in using in the public schools."

"I can certainly say that my experiences at Job Corps gave me an opportunity to not only find some interesting things about myself but to learn how I could relate to others in terms of teaching. I feel that this experience was extremely valuable for me and will probably be for anyone else who becomes a part of its program."

"Thanks to a great college supervisor and a very mature group of student teachers--we all gained in understanding of ourselves, the Job Corps trainees, and of the staff-administration problems--the realization that we are all human and full of needs, weakness and strength, we don't yet identify. . ."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"The experience was intense and concentrated, for me, providing maximum opportunity for such a brief period of time. Altho the work was terribly demanding (energy consuming), the fatigue at the end of the day was a happy one for it had been spent primarily in the needs of the students and the building of honest relationships--not in frustrations due to external impositions which might place limitations on 'how-to' or 'whetner to'. The spirit of the Center encouraged one to 'try it!'--indeed every one knew it took every bit of wit and imagination to accomplish certain work. In this respect I find the conventional public school stifling and repressive causing much of the 'dropout' which feeds into the Job Corps."

"Individualized supervision related to class materials as well as generally promoting a learning atmosphere."

"Excellent experience for student teachers. I highly recommend the practice be expanded."

"It was a good learning experience outside the realm and scope of public school teaching."

". . . My university/counselor and supervisory teacher proved to be warm and responsible to the needs of the corpsmen and staff--student teachers. I find it difficult to believe that such an intense experience would have been possible in most area schools."

". . . I felt very well accepted by the staff and more at home than in any public school student teaching experience."

". . . I would support any effort to make student teaching in Job Corps centers available to interested students. It is there that we come face to face with the products of our outdated schools. They are all school dropouts who have returned by choice to find better education . . ."

". . . I think we had a much less 'clinical' experience than in many centers. We became involved with the women and staff to a much greater degree than a 8-3 teacher capacity."

"My experience at the Job Corps was an enjoyable one. I wish that the public schools would try to provide a situation where individual needs were considered, instead of trying to place every student in a 'middle-class' mold. When and if this happens, we probably won't need the Job Corps. Until then I think the Job Corps is doing a good job."

"The Job Corps experience was unique. I feel that many improvements could be made in the program but it did give me an understanding of programmed work and an opportunity to work with underprivileged and drop-out students."

". . . Our ( ) supervisor made this experience a very worthwhile one."

"I definitely feel that having student teachers at the Centers is a valuable idea, and should be continued if at all possible . . ."

"Continued contact with some people met at the Job Corps."

"I feel my Job Corps experience did more to help me in my teaching than any other college course. In addition, it has helped me in my social relationship with minority groups."

"Supervision was adequate but much more creative than I found in other experiences."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I felt my student-teaching experience was by far more valuable than that offered in traditional school settings. In fact, I have applied for Job Corps positions the last two years because I desire to return to the program as a result of both job corps and public school education."

"Best learning-teaching experience I've ever had. When my husband and I settle down, I hope to work in a similar program or schools."

"Although I am not teaching the same type of students in public schools, I am teaching students of low ability and who are culturally disadvantaged. I have been able to use many of the same methods with my students in the public schools, and have found that my experience with job corps has paved the way for good relationships with my students."

". . . The class meetings with the university advisor brought a lot of the educational theory taught in education courses into vital usage."

"Chance to apply open classroom technique"

"Total learning situation"

"Broadened the type of teaching experience to which I was exposed."

"Valuable experience - I helped to train 9 dental assistants-8 black girls and one Indian. They were among the sharpest of the girls at the Center, but I wondered if they would be able to find employment--I would think: doubtful in our city."

"I continue to have very positive feelings about the Job Corps. Experience, the personnel of social worker counselor, director, teachers all gave me their time and knowledge of interacting with students. Teaching machines and individualized performance criteria for a job were superior educational techniques than in the public school system of group instruction. I liked the small ratio of students per teacher 10:1. I felt programmed instruction reduced behavior problems."

"I enjoyed every minute while I was at Job Corps. There was so much to do and books, materials, etc., to work with. The reading lab was wonderful--I only wish that my 7th grade students in the public school system who couldn't read, could have had the opportunity to participate in the Reading Program. I liked the idea of students working for themselves and progressing at their own rate. I enjoyed working with the girls. I felt more like I was learning from them and with them."

"So much enthusiasm came especially from the Job Corps instructor under whom I was teaching that the experience could not help but be a joyous one. A conscientious and loving person- - -she offered to her students much more than just the usual teaching situation. As all of the student teachers would agree, I am certain, the talents of this teacher and a few others as herself, was a major factor in making the experiences at the Job Corps so very worthwhile!"

"I really enjoyed my Job Corps experience and feel I learned a lot. I certainly would recommend it to everyone who is interested in working with this type of youth. The center is doing a great job and has a fine staff. After being in public schools for a year I am sure ready to return to the type of programs and activities I found at the job corps center. Much more learning and growing takes place at the job corps than in the public schools. When public schools are better financed, they can learn a lot from the job corps."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"The opportunity to work at a Corps Center was very enlightening on the social level--that is working with the Corps girls. Also with 10 to 15 other student teachers all sharing the same experiences, living in the same quarters enhanced our perception of this 'new' experience on each of us. We compared notes daily and used each other as sounding boards which was an education . . ."

"I feel all prospective student teachers should spend at least part of their student teaching experience in a Job Corps Center. It gives a much broader outlook of what teaching is all about, and gives each student a most rewarding experience. So many times we overlook the disadvantaged student as to his or her deep-rooted problems. They need so much reassurance, in order that they may also have the opportunity to become trained for a vocation, and show self-confidence in surviving in society."

"The Job Corps Student Teaching Experience was the most singularly significant event in my development both as an educator and as a person. The guidance and direction of the staff of the self-directed program with which I was associated was to date the most meaningful experience in my preparation for a teaching career. If alternative experiences such as this were made available in great numbers to prospective teachers, teacher education in general would be raised to a level that would astound so called Schools of Education."

"I thoroughly enjoyed my student teaching experience at the Center. I think working in a setting such as this gave me a feeling of confidence and accomplishment that I would not have experienced in a public school setting."

". . . I have nothing but praise for the personnel, the program, and innovative techniques."

"Although it is difficult to generalize the experience, because our particular group was so well supervised and so well accepted by the staff, I feel we achieved a great deal of personal growth and became aware that there are alternatives to the traditional system of education. I only lasted one year in the public school system and am now working for a private corporation with adult and high school dropouts in a situation which I helped create which is in many ways similar to Job Corps. I would hope that many of the participants are working to create alternatives to the present educational system. That might be a major indication of the success of the program."

"The experience I had at the Center was heightened by the fact that I also worked on weekends in the dormitories as a supervisor. This insight into the living conditions of the corpsmen helped me in the classroom--and something the other student teachers did not experience . . ."

"I do not think that any special preparation is necessary, but I do feel that more blacks and other non-Caucasian groups should participate."

"As a veteran teacher to come back for a student teacher experience in the Job Corps Center was outstanding. I felt it was vital, alive and most impressive. My job in administration was both interesting and informative."

"I feel job corps teaching offers a far greater challenge and more personal satisfaction than teaching in the public schools. I think the program should be expanded and more teachers should be hired to cut down the class load. Too many students in one class hinders the individualized instruction approach."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I have taught in schools that are near Indian reservations and have lived on an Indian reservation; as a result of my Job Corps experience I understand and appreciate the nature and problems of these minority groups . . ."

"I loved job corps from about the second week of student teaching. (The first two weeks I almost quit every day.) I still love it. I found out very quickly when I was teaching and when I was just going through the motions. That helped a lot. I get real tired at what I'm doing now. Partly I guess because we're dealing with some pretty basic issues like kids who are 21 and can't read 'Tab is a cat!' Sometimes in being tired I lose enthusiasm until I start thinking about it. I think the kids here are more open if you will be. Probably they have had more of a chance to make education a decision they have decided to follow. Basically that makes it easier even though they do tend to forget occasionally why they are here. I enjoy the individualization even though it runs you ragged. I enjoy letting some other cultural elements be a part of my life. (The girls were about 1/2 Spanish, 1/2 soul girls)."

"I feel that the staff I worked with was most interested in helping us understand the young women we worked with and giving as much chance as possible to work on a one-to-one basis. I felt that the cooperation between the university staff and center staff was very good. And they did as much as possible to help us with any special problems we had . . ."

"The people I was exposed to who were already holding positions were of the highest caliber and dedication. I was well received and given a responsible (rather than token) position immediately . . ."

"I look back with fondness on my experience at job corps. Generally speaking, those of us who went there wanted to--I gained as much from most of the staff as I did from the fine students. For the first time in my life I was able to find flexibility in the program enabling a great deal of creativity to take place in teaching and learning. I encountered only one inferior teacher, as opposed to many many fine dedicated teachers."

"I sincerely believe 'on the Job' training of teachers, such as the job corps program provided is far superior to the usual program."

"I feel that the job corps experience was a highly satisfactory one. I learned a lot and in the future wish to use this experience in my teaching."

". . . The only reason I stayed to complete my student teaching was because I had a very superior supervisory teacher. My experience came from her and the girls not the job corps program. It needs a great deal of improvement."

"Outstanding instructors in Reading Program"

"I found that the job corps center experience showed me that with regard to developing my own teaching techniques and with regard to correcting my own weaknesses as a teacher, I badly need to develop new methods of presenting the material to students. The students enjoyed my presentation but I really believe they had some difficulty comprehending it."

". . . The biggest difference in the job corps experience compared with my classroom experience was that of discipline. There was no need for it in job corps whereas half of regular teaching in the classroom is directed towards discipline of the students and challenging them to work."

"God bless ( ) the college supervisor--whoever he was."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"New ideas for Special Education"

". . . I think the unstructured classroom and lack of public school rigidity was very beneficial in reaching each individual child. Wish I had a job teaching there."

SATISFACTION CONTINUATION

The participants were requested to rate their degree of satisfaction with the total experience on a five point scale with "1" representative of the highest degree of satisfaction and "5" the lowest. Their rating was to represent the extent of satisfaction Then (at the time of the experience's completion) and Now (at the time of the survey). The reactions of the two groups are shown in the following Table.

TABLE XI

Evaluation of the Total Experience

Group	No Response		Degree of Satisfaction (Highest) 1		2		3		4		(Lowest) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
Student Tchrs Then			111	(48.90)	74	(32.60)	19	(8.37)	14	(6.17)	9	(3.96)
Now	3	(1.32)	111	(48.90)	61	(26.87)	29	(12.78)	12	(5.29)	11	(4.85)
Counselors Then			6	(23.08)	5	(19.23)	7	(26.92)	6	(23.08)	2	(7.69)
Now			7	(26.92)	10	(38.46)	4	(15.38)	1	(3.85)	4	(15.38)

Some rather interesting observations can be made from an examination of the data as shown in the Table. First, the student teachers as a group were more satisfied than the counselors, both Then and Now (at almost a two to one ratio at the "1" rating level). Second, the student teachers maintained a remarkable consistency of numeric response for the two periods (Then and Now), particularly if the "1 - - 2" and "4 - - 5" categories are collapsed. The primary movement would appear to have been from the "2" to the "3" rating. Third, the counselors, on the other hand, indicated a greater mobility of response and again if the "1 - - 2" and "4 - - 5" categories are collapsed, it is obvious that their change in opinion was decidedly positive; that is, indicating a higher degree of satisfaction Now as opposed to Then.

A composite analysis for both groups which collapses the two highest ratings and the two lowest ratings is presented in the next Table. No stronger evidence as to the value of the project can be presented, in the opinion of the author, than the consistency with which the participants maintained their degree of satisfaction. At the same time, it must be admitted that a weakness of the study was the ascertaining of both opinions (Then and Now) at the same time rather than when the experience was actually completed and again at the time of the questionnaire submission. This timing factor was an unavoidable flaw caused by the decision to "follow-up" the participants after virtually all of them had completed the experience. It is important, however, to recognize that they were provided the opportunity to express a change in opinion predicated upon a passage of time which could have permitted

a lessening of the halo effect and for intervening experiences to have had a conditioning effect upon the center experience. Again, a reminder that the consistency of the opinions expressed in favor of the experience is remarkable.

TABLE XII

Composite Evaluation of the Total Experience

Both Groups	No Response	Degree of Satisfaction High	Medium	Low
Then		196 (77.47)	26 (10.28)	31 (12.25)
Now	3 (1.19)	189 (74.70)	33 (13.04)	28 (11.07)

CHAPTER SUMMARY

This chapter was concerned with the values that the participants found in their center experience. The degree to which they were positive in both the numeric choices and their additional comments leaves little doubt about their evaluation of the project.

Two directly related items, Provided for a Kind of Pupil Exposure Not Otherwise Available and Created Better Understanding of the Problems of Disadvantaged Youth, and one, Opportunity for Own Personal Growth; which might be thought of as growing out of the first two, were most frequently indicated as being of value. Each was rated by over 88% of the total group as being of the greatest significance, either a rating of 1 or 2 on the five point scale. The importance of the financial subsidy, on the other hand, was rated by approximately 75% as being of little or no importance.

Instructionally and innovationally the participants were highly impressed with the type of pupils available, their freedom to interact with both pupils and staff, the exposure to content and materials, and the opportunity for variation of the same. The kind and quality of supervision was important, but to a lesser degree.

Though many of the participants stressed specific instructional and innovational values, it is difficult not to receive the impression that the greatest meaning for most of them was directly related to the development of "self," particularly as it concerned becoming a more humane, feeling person. This impression would appear quite consistent with the research of Ryan[1], Combs[2], and others concerning the desirable characteristics of teachers.

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[1]Ryans, David G., Characteristics of Teachers, American Council on Education, Washington, D.C., 1960.

[2]Combs, Arthur W., Helping Relationships: basic concepts for the helping professions, Allyn & Bacon, Boston, Mass., 1971.

CHAPTER IV

LIMITATIONS OF THE EXPERIENCE

Thirteen structured response items constituted this section of the questionnaire. Again, the respondents were given the option of supplying additional items if they felt it necessary. As previously, the few furnished were judged to have duplicated one or more of the structured responses and hence were treated as such.

The thirteen items were grouped into three categories. The table and analysis presentation for the Instructionally and Innovationally Oriented limitations category; however, will be divided into two sections, Experiences Oriented and Personnel Oriented.

TABLE XIII

Significance of Those Limitations Adjudged to Have Been Humanitarian

Population	No or Not Usable Response		Extent of Significance (Great) 1		2		3		4		(None) 5	
	#	%	#	%	#	%	#	%	#	%	#	%
	Job Corps model not viewed as a workable solution to the problems to which it is addressed											
Student Tchrs	3	(1.32)	22	(9.69)	28	(12.33)	53	(23.35)	49	(21.59)	72	(31.72)
Counselors	1	(3.85)	3	(11.54)	5	(19.23)	7	(26.92)	7	(26.92)	3	(11.54)
Both Groups	*4*	*(1.58)*	*25*	*(9.88)*	*33*	*(13.04)*	*60*	*(23.72)*	*56*	*(22.13)*	*75*	*(29.64)*
	Significant at the 0.01 level with Variety of Experience *Significant at the 0.05 level with Teaching Level* *Significant at the 0.05 level with Size/Nature of Community Where Reared* *Significant at the 0.05 level with Marital Status*											
	Nature of pupils proved an atypical experience											
Student Tchrs	6	(2.64)	18	(7.93)	21	(9.25)	53	(23.35)	38	(16.74)	91	(40.09)
Counselors	0	(0.00)	3	(11.54)	2	(7.69)	5	(19.23)	7	(26.92)	9	(34.62)
Both Groups	6	(2.37)	21	(8.30)	23	(9.09)	58	(22.92)	45	(17.79)	100	(39.53)

HUMANITARIAN LIMITATION ANALYSIS

The two items which comprise the Humanitarian Limitations category present an interesting contrast. Both items received somewhat similar numeric support, particularly if the 1-2 and 4-5 classifications are collapsed, and yet it was observed that the frequencies of one of these items when paired with certain demographic data resulted in four significant Chi Squares, whereas the frequencies of the other item yielded no significant findings when paired with the demographic data. As a result, two observations would appear in order. First, that the participants were not by any characteristic grouping dissatisfied with the nature of the pupils, but did seem as particular groups to not respond as expected to job corps as a workable solution. Second, that just because an item pairs with four different types of demographic data it is not necessarily more damning than one with fewer or no significant pairings. Dissatisfaction in this instance with the job corps model is better analyzed in terms of the numbers who found it of "Great" as opposed to "No" significance. Even so, it would have been extremely interesting to know which Teaching Level (elementary or secondary) or Variety of Experience (sole, preceded by, followed by, or other) or Type of Marital Status most influenced the significance level. The particular analysis technique, however, did not permit such interpretation.

The Relevant Additional Participant Comments which follow appear at first reading to offer heavy condemnation of the job corps model. The reader should again keep in mind the numeric distribution and the extent to which the criticism treat of objectional elements as opposed to the total concept. This is not an attempt to either diminish or discredit the criticisms, but rather to request consideration of them on an equally comparative basis.

RELEVANT PARTICIPANT COMMENTS

"The experience for me personally was a very good experience. I enjoyed the girls very much and felt I had made some breakthrough with some of them. However I've found that the majority of them have not adjusted to work experiences very successfully. The job corps center definitely had its problems. It was run as a strict girls school--the only problem being that the majority of those girls had been living on their own from age 12 or 14. There was also a problem with those individuals who held influential positions -- there was a definite lack of communication between the teaching staff and those individuals in administration positions."

". . . It is a good thing--even if I feel the Center inadequate."

". . . Unfortunately, I experienced much frustration and a certain degree of depression at the situation at the job corps center."

"The experience was really worthwhile, but I always wondered whether the women students at the job corps center felt the same. Most seemed to resent the fact that they were there. They didn't seem to like it."

"Under the category 'Limitations of Job Corps Experience' I mentioned 'lack of total commitment personally--growth of apathy' as a major limitation; this limitation stemmed from my indecisiveness as to career choice and an attitude of just let me graduate from college so as to meet the 'real world' and get on to something important and fulfilling to me. I was unhappy with my lack of commitment during the job corps experience, for I felt that if I were to take a job with job corps I would greatly commit myself to it and do very well but the 'student teacher' position was, to me, still another 'credit to get' or 'class to take' on the tedious road to graduation. (It was too easy for me, as a job corps student-teacher to let the experience slip by without really getting involved in it.)"

RELEVANT PARTICIPANT COMMENTS (cont'd)

"Very depressing situations--could never teach at job corps for long period - 6 months or more. Would get too involved with personal problems of students and therefore, could not be an effective, demanding teacher. Demanding in that, I could expect and encourage them to do their best. Did not like the extreme freedom and in my opinion, disorganization of the center. More order, more restrictions, more control and possibly selectivity are needed."

". . . I encountered personnel who had no feeling or concern for the corpsmen's problems, needs, or education. Personally, I felt that I did manage to avoid letting the 'system' get in my way of counseling, and I attempted to function as best I could within the given situation. However, I do feel that if the Job Corps is to be a truly educational and humane experience for 'disadvantaged' men, there is going to have to be some change made."

"Perhaps my great dissatisfaction with my Job Corps experience lies in my own lack of preparation before assuming this responsibility. I was full of apprehension and doubt before beginning my Job Corps experience but my desire to understand the type of student there kept me leaning toward the program with a desire to learn. I never did overcome those feelings of apprehension--in fact, they grew quite out of hand during the course of the semester. While I now have little desire to continue teaching at this time, I still have not lost a sincere interest in the student who finds herself in a job corps center. If I had the chance and the growth I needed, I would continue to work with the lower-class student."

"Job Corps works for some. Since I was there I saw two smart black girls who were in my class; they were leaving to go home, their education unfinished there. A lot of the girls were there because it beat where they were before. I enjoyed teaching at job corps. I felt I taught some girls something they didn't know and could use. I resent the fact that I received no compensation (monetary). I resent the army-like system . . . I think the program too narrow in its aims--try to train the girls to do menial work. Increase of the elective subjects could stimulate otherwise bored students. Too mechanized and regimented presently."

"The classroom I was assigned to was disappointing. The girls participated in an SRA programmed class and throughout the entire period were forced to follow the set procedures as described by the manual. This was very boring for them to come into the same situation every day, very boring for me to have to give spelling tests. There was no room for a meaningful interpersonal experience in this situation. I was expecting an unconventional progressive teaching approach and instead found something much worse than is found in our public schools. Only a few determined girls succeeded here. The others progressed very slowly. After all, most of the girls were drop-outs from high school and had lost much of their self-motivation because of methods much like this . . ."

"Job Corps is failing--only accomplishment is that the government is keeping kids off the street. . . But I did gain a better understanding of the problems of our society."

"The satisfaction rated is with the job corps experience as opposed to or in conjunction with a public school experience. It is not necessarily indicative of my degree of satisfaction with my job there or the general effectiveness of the job corps program for the girls involved."

"As a whole, though, I feel the Job Corps is not the answer to the problems it addressed itself to."

"The Job Corps at times seemed to be concerned more with political, economic, and disciplinary aspects than with educating the students."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"The greatest difficulties were in the centers themselves. All of us recognized the fantastic potential of the system but were continuously depressed and angry over the lack of real concern on the part of the center's administration . . . The most difficult thing for the girl participants was the incredible tension we created among these isolated young men. It was only by trial and error that some of us finally could use this as motivation for classroom material, but walking down the halls was a drag!"

"The Job Corps program is run primarily by what I could call 'middle-class' individuals. The idea of the center seems to be that of making a corpswomen into a middle class white woman (at least on the inside). The corpswoman must change to meet the standards of the center or they fail to meet given requirements of that center. A more challenging approach to the problem facing the center would be to expand on what a corpswoman has, to use to her highest potential her assets. Each girl must be treated as an individual. . ."

"The job corps center, if representative of the job corps' experience in other places, has taught me a great deal, but in a negative way. It seems as though the entire system is controlled by a kind of commercialism in a business-like manner. Education was a secondary interest to most administrative personnel. I respected my center for its alternative potential for those students and teachers involved. However, there is great need for more flexibility and trust throughout the program."

"Never overcame own feelings of inadequacy to meet situation."

"I find it difficult to answer some of these questions adequately as I was totally dissatisfied with the system of the job corps as well as with the administrators . . ."

"My experience could have been much more. I discovered equipment people didn't even know how to use when there were many things the girls needed in the way of educational services. I was overall very frustrated . . ."

"The girls seemed to be resentful of most help. Nine out of 10 were not there to learn anyhow. It appeared that most girls were using the job corps as an opportunity to get away from home."

"The job corps simply did not meet the stated goal which was employment. It performed poorly in this regard . . ."

"It is supposed those kids at job corps strongly need the given help. Why? Because their personality did not help them. It still is their weakness. How can we use Job Corps capacities upon those weak and not yet developed personalities? Indeed, job corps' help is based on kids' background and discipline. I do believe that job corps help must start or must be based upon some kind of enforced rules to develop some kind of strong and disciplined personality."

"The insensitivity toward the individual emotional needs of the students in the job corps center set a definite limit to the amount that the job corps could accomplish to incorporate these students back into American society. To be more successful, the Center will have to learn or attempt to allow these students to become human beings first, and only secondly to make them cogs suitable to be plugged into the American society.

"I feel that Job Corps' objectives and materials result in programming the corpsman for yet another failure when they are released, because: (1) all elements of competition are removed, while they are being prepared to enter the most competitive economic system that exists on this planet today."

TABLE XIV

Significance of Those Limitations Adjudged to Have Been Utilitarian

Population	No or Not Usable Response	Extent of Significance (Great) 1	2	3	4	(None) 5
	# %	# %	# %	# %	# %	# %
	Nature of materials and techniques not adaptable or applicable to post Center experience employment					
Student Tchrs	2 (0.88)	16 (7.05)	26 (11.45)	41 (18.06)	44 (19.38)	98 (43.17)
Counselors	0 (0.00)	1 (3.85)	0 (0.00)	5 (19.23)	5 (19.23)	15 (57.69)
Both Groups	*2 (0.79)*	*17 (6.72)*	*26 (10.28)*	*46 (18.18)*	*49 (19.37)*	*113 (44.66)*
	Significant at the 0.05 level with Variety of Experience					
	Center experiences not appropriate for your subject area or educational intent					
Student Tchrs	1 (0.44)	16 (7.05)	17 (7.49)	28 (12.33)	30 (13.22)	135 (59.47)
Counselors	0 (0.00)	1 (3.85)	0 (0.00)	2 (7.69)	7 (26.92)	16 (61.54)
Both Groups	1 (0.40)	17 (6.72)	17 (6.72)	30 (11.86)	37 (14.62)	151 (59.68)
	Impediment to employment by public schools					
Student Tchrs	6 (2.64)	6 (2.64)	7 (3.08)	21 (9.25)	21 (9.25)	166 (73.13)
Counselors	0 (0.00)	0 (0.00)	0 (0.00)	3 (11.54)	2 (7.69)	21 (80.77)
Both Groups	6 (2.37)	6 (2.37)	7 (2.77)	24 (9.49)	23 (9.09)	187 (73.91)

UTILITARIAN LIMITATION ANALYSIS

Three items related to the utilitarian (practical) limitation. One dealt with the extent to which having had the whole or major portion of the experience at a Job Corps Center was an impediment to employment in the public schools. Though only a very small number of student teachers felt it to have been of significance, it would still seem to be an item which should be of concern to designers of similar type projects. The other two items though closely related were intended to apply to different aspects of the same problem. The second item requested a judgment with respect to the appropriateness of the center in terms of the participants subject area or educational intent. The first item asked whether the material used and techniques learned at the center were applicable to their post center employment. It is interesting to note that the number who indicated that items were of "Great" significance was exactly the same for both items. No specific attempt was made to ascertain whether the participants were identical in both cases, but such an assumption would appear most logical.

Again, it seems most important that the reader examine the numeric distribution as well as the degree of significance.

The response levels of the counselors as opposed to the student teachers were quite different. It can only be assumed that the counselors found the centers almost completely suitable in terms of appropriateness, and materials and techniques. It obviously was also not viewed as being any impediment at all to employment by the public schools by them.

RELEVANT PARTICIPANT COMMENTS

"The job corps teaching experience proved to be a rewarding personal experience, but as for making me a better teacher on account of it, is doubted by myself."

"It was a difficult but challenging experience which at times I dreaded and other times really enjoyed. The hardest thing for me was teaching English. I majored in Sociology and minored in German."

". . . I did apply for employment here at the Job Corps and was disappointed when my application was not looked at . . ."

"Public schools don't give much credit to experience"

". . . I had wanted to work more in the counseling area as I already had a counseling degree but mostly did tutorial work assisting the teachers and working on a one to one basis."

". . . My only regret is that there is no future need of me in a job corps center as there seems to be no need for either History or Psychology teachers."

"Impediment to relationship with a college professor in an education class--I had to transfer out of his class because of his negative attitude toward Job Corps."

"My experience did not relate at all to my present job. Since I am now working with pre-school children, I really haven't given it much thought. My major was in primary level of elementary education. I really don't feel I should have been accepted . . ."

". . . Administrators whom I have interviewed with for a public school position felt Job Corps is second rate and that teachers in Job Corps are second rate. Knowing the teachers I am with, I can say this is a severe misjudgment."

"I think the evaluation of my job corps experience has gone down since I started teaching because I have seen other situations which would have prepared me better for what I want now and for what I am doing and the kind of student I am teaching and not because of any inherent fault of the job corps student teaching experience."

"Unfortunately, I have not been able to utilize the fine job corps experience because of the fact that it was necessary for me to take the first available job opening which proved to be in a totally unrelated area. My husband is a medical student and we are completely dependent upon my earnings for support. Hopefully, some day . . ."

"No drama facilities at all"

"I thought job corps experience would be helpful in obtaining a position but it has not proven so. No one really cares despite all their bleeding heart professings. Job offer (tentative) from Job Corps was for GS 5, less than I received as a W-10 and I worked hard trying to help the students."

". . . MY only hangup then and now was the lack of effort to retain people who did this. It's hard to get a job at a job corps center."

TABLE XV

Significance of Those Limitations Adjudged to Have Been Instructionally and Innovationally Oriented--Experiences Oriented

Population	No or Not Usable Response	Extent of Significance (Great) 1	2	3	4	(None) 5
	# %	# %	# %	# %	# %	# %
	Center experiences for you not well designed or organized					
Student Tchrs	2 (0.88)	17 (7.49)	20 (8.81)	39 (17.18)	46 (20.26)	103 (45.37)
Counselors	0 (0.00)	6 (23.08)	8 (30.77)	4 (15.38)	3 (11.54)	5 (19.23)
Both Groups	*2 (0.79)*	*23 (9.09)*	*28 (11.07)*	*43 (17.00)*	*49 (19.37)*	*108 (42.69)*
	Significant at the 0.01 level with Type of Scheduled Job Corps Experience					
	Center experience not correlated with or supplemented by other experiences					
Student Tchrs	4 (1.76)	24 (10.57)	23 (10.13)	39 (17.18)	36 (15.86)	101 (44.49)
Counselors	0 (0.00)	3 (11.54)	6 (23.08)	7 (26.92)	3 (11.54)	7 (26.92)
Both Groups	*4 (1.58)*	*27 (10.67)*	*29 (11.46)*	*46 (18.18)*	*39 (15.42)*	*108 (42.69)*
	Significant at the 0.01 level with Type of Supervision					
	Length of experience at Center too brief					
Student Tchrs	1 (0.44)	64 (28.19)	48 (21.15)	34 (14.98)	24 (10.57)	56 (24.67)
Counselors	1 (3.85)	6 (23.08)	4 (15.38)	3 (11.54)	8 (30.77)	4 (15.38)
Both Groups	*2 (0.79)*	*70 (27.67)*	*52 (20.55)*	*37 (14.62)*	*32 (12.65)*	*60 (23.72)*
	Significant at the 0.01 level with Type of Scheduled Job Corps Experience					
	Significant at the 0.05 level with Variety of Experience					
	Lack of preparation prior to the experience					
Student Tchrs	1 (0.44)	14 (6.17)	22 (9.69)	45 (19.82)	37 (16.30)	107 (47.14)
Counselors	0 (0.00)	1 (3.85)	2 (7.69)	2 (7.69)	9 (34.62)	12 (46.15)
Both Groups	1 (0.40)	15 (5.93)	24 (9.49)	47 (18.58)	46 (18.18)	119 (47.04)
	Center experience not appropriate for your subject area or educational intent					
Student Tchrs	1 (0.44)	16 (7.05)	17 (7.49)	28 (12.33)	30 (13.22)	135 (59.47)
Counselors	0 (0.00)	1 (3.85)	0 (0.00)	2 (7.69)	7 (26.92)	16 (61.54)
Both Groups	1 (0.40)	17 (6.72)	17 (6.72)	30 (11.86)	37 (14.62)	151 (59.68)
	Length of experience at Center too long					
Student Tchrs	2 (0.88)	5 (2.20)	2 (0.88)	16 (7.05)	24 (10.57)	178 (78.41)
Counselors	0 (0.00)	0 (0.00)	0 (0.00)	3 (11.54)	6 (23.08)	17 (65.38)
Both Groups	2 (0.79)	5 (1.98)	2 (0.79)	19 (7.51)	30 (11.86)	195 (77.08)

INSTRUCTIONALLY AND INNOVATIONALLY ORIENTED LIMITATION ANALYSIS - EXPERIENCES ORIENTED

Six response items were grouped under this heading. These items would appear to have particular interest and significance for prospective project designers and evaluators for they indicate quite clearly those aspects of this particular project which seemed to trouble the participants.

None of the items appeared to trouble very many of the participants, but there is an interesting numeric variation between and among the items. For instance, compare the number who found the experience "too long" as opposed to "too brief." The implications would seem quite evident. The opposition to a brief assignment was significant when paired with both the Type of Schedule (full or part-time) and the Variety of Experience (only, preceded by, followed by, or other). The Additional Comments rather clearly substantiate the desire for not only a longer experience, even when it is the only experience; but also the absolute necessity for additional length when it is coupled with another experience in another location or setting.

The numbers indicating dissatisfaction with the Lack of Prior Preparation, the Inappropriateness of the Assignment, the Design and Organization of the Center Experience, and the Correlation With Other Experiences items are not great. This must be viewed as an extremely positive endorsement of the time and effort expended by the various project staffs. The significant correlations found in connection with the later two items rather obviously are cause and effect relationships. That is, the type of schedule followed is related to design and organization and the type of supervision has implications for the correlating and supplementing of center experiences with other kinds of experiences. The point would seem to be that even obvious relationships if overlooked or poorly done can result in unhappiness.

The major theme of unhappiness which runs throughout the Additional Comments is one of a felt lack of communication between the center and college or university personnel with respect to the experiences portion of the project. Again, the problems though numerically very limited are of interest and value in terms of project design and evaluation.

RELEVANT PARTICIPANT COMMENTS

". . . Now, I can recapitulate and be more cognizant of my experience at the Center. It has been beneficial to me in regards to my present position. It appears to me with an awareness before the experience, I would have been able to better orient my mind . . ."

"Our particular group of student teachers had a rather difficult time coping with some of the more repressive measures taken by the job corps administration towards ourselves and the corpsmen . . ."

"I consider the experience of no value at all"

"I really am not as negative as I sound. I was placed in the Library. It had at least six different systems going--cataloging and numbering, etc. Over 1/4 of the books could not be found or had any way of being traced (it seemed). It was filthy and poorly organized. My counselor was NOT a librarian. He knew little about libraries. We literally redid the place. I wore scrubbing clothes and we cleaned for two weeks, moved furniture, rearranged stacks, the whole bit! We redid the system. I taught the aid (who was great) Dewey Decimal and Juvenile Systems. We went to the college and showed her some helps. She later took classes! My counselor read a lot! My college supervisor watched us scrub a lot! The corpsman and staff involved were super--I just ruffled a few well-set feathers . . ."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"Supervision-poor--none by job corps personnel--one visit by college supervisor"

"There were several problems encountered at my center when I was there. These were due to a change in administrative staff and thus procedures. The student teachers were caught at a time when new goals and methods were being adapted and we were not well prepared for such an unstable environment."

"My group was the first counseling group to visit this particular center. The lack of structure and supervision was due to the inefficiency of the counseling department at the center. However, the preparation and the attitude of the counselors at the center that they would be involved in a program with student counselors was done poorly. The counselors felt threatened. A few individuals were helpful--but it came late in the term. The Corpsmen were also apprehensive at working with us. Their visits to us were arranged in a haphazard way."

"Intensity of experience inadequate"

"Virtually all of the ninth-level students with whom I discussed the matter with were very unsatisfied with the Center--lack of facilities, lack of recreational facilities (girls), discipline too strict (especially regarding matters such as dress), the buildings at the center were literally falling apart . . . Nonetheless, many Corpsmen expressed gratitude to me for the job I and the other student teachers had done. I could see some improvement in reading and math skills in the group which I taught, but I was there for such a short time . . . My Corpsmen were not stupid -- just bored. Most of them really wanted just to get out of the center and back with their old friends. If they passed the high school equivalency test, fine. If not, fine. The programmed learning courses at that time were not very innovative--I brought in the Xerox 'The Way It Is' series, which was very popular, but I had to return it to the library before my experience was over."

"Bad publicity"

"Coordination between ESL courses and other courses were seriously limited by other staff members in other areas. This center has undergone some reorganization I believe since my time there. There must be correlation between all of the various areas of job corps life to provide effective student teaching. Use of many techniques (and equipment) was actually limited instead of developed. The student teacher was confronted with an environment where the trainee was little more than a logistic item to other areas of the Center. Such isolation and out-of-context curriculum development should be eliminated."

"The job corps counselor advisors comment 'You mean I'm your supervisor? What WILL I do with you?' was a jolt--and also a challenge."

"Both Department of Education and Department of Health Education sent supervisors with widely differing concepts of what was expected of the student teacher. Interpersonal relationships otherwise were good."

"Directors at the Center let politics interfere."

"The teachers were all the highest sort of people. There existed a desire, on the part of the personnel to act in a military manner. The students felt reduced to a less human position during these moments. This happened during reville and in barracks meetings. This attitude could be called 'a greater than thou' sort of thing. I would say

RELEVANT PARTICIPANT COMMENTS (cont'd)

be more careful in your hiring. In spite of these people, only a few in number, experience was tremendous and the program should be expanded."

"I was very happy to have experienced teaching at a job corps center. However, I found the experiences, if enlightening, depressing as well. The students I enjoyed immensely --but I felt extremely limited in my ability to be of any real assistance to them. The library facilities were horrid; most of the students needed individual reading assistance; materials were scarce and classrooms were over-crowded . . ."

"I thought that the concept of the Job Corps was very valid although the particular center I was at, was run by militaristic people who must of thought army discipline was the only way . . . I did find much reward at the center as far as understanding a few of the problems the kids face. I'm only sorry it wasn't well managed."

"Misunderstanding between university personnel and student teachers about what was expected."

"There was not enough time to get to know the programs and the girls. A program of this sort should be run for 10-12 weeks, so the student teachers can get the maximum experience."

"The concept behind the Job Corps is good but the instructors should be chosen more carefully . . . I am now a reading specialist (Remedial Reading) and I feel that I am really helping children who have problems. For this reason my experience in the reading area was more helpful to me because I was exposed to different methods or rather different materials that were helpful to me in my position."

"1. Found some teachers and department heads to be very defensive concerning their authority. 2. Dormitory situation, being noisy most of the night, deprived most students (girls) of rested, alert minds. This seemed to be a chronic problem."

"In general, it was a poor experience."

TABLE XVI

Significance of Those Limitations Adjudged to Have Been Instructionally and Innovationally Oriented--Personnel Oriented

Population	No or Not Usable Response	Extent of Significance (Great) 1	2	3	4	(None) 5
	# %	# %	# %	# %	# %	# %
	Student Teachers/counselors were not understood or accepted by Center personnel					
Student Tchrs	2 (0.88)	15 (6.61)	12 (5.29)	20 (8.81)	26 (11.45)	152 (66.96)
Counselors	0 (0.00)	3 (11.54)	3 (11.54)	9 (34.62)	4 (15.38)	7 (26.92)
Both Groups	*2 (0.79)*	*18 (7.11)*	*15 (5.93)*	*29 (11.46)*	*30 (11.86)*	*159 (62.85)*
	Significant at the 0.01 level with Type of Scheduled Job Corps Experience					
	Significant at the 0.05 level with Size/Nature of Community Where Reared					
	Personnel, Center, not adequate to provide assistance desired or needed					
Student Tchrs	2 (0.88)	24 (10.57)	24 (10.57)	52 (22.91)	44 (19.38)	81 (35.68)
Counselors	0 (0.00)	6 (23.08)	8 (30.77)	4 (15.38)	5 (19.23)	3 (11.54)
Both Groups	*2 (0.79)*	*30 (11.86)*	*32 (12.65)*	*56 (22.13)*	*49 (19.37)*	*84 (33.20)*
	Significant at the 0.01 level with Size/Nature of Community Where Reared					
	Significant at the 0.01 level with Classification of High School Attended					
	Personnel, college/university, not adequate to provide assistance desired or needed					
Student Tchrs	4 (1.76)	11 (4.85)	17 (7.49)	45 (19.82)	41 (18.06)	109 (48.02)
Counselors	0 (0.00)	4 (15.38)	2 (7.69)	5 (19.23)	4 (15.38)	11 (42.31)
Both Groups	4 (1.58)	15 (5.93)	19 (7.51)	50 (19.76)	45 (17.79)	120 (47.43)
	Nature of pupils provided an atypical experience					
Student Tchrs	6 (2.64)	18 (7.93)	21 (9.25)	53 (23.35)	38 (16.74)	91 (40.09)
Counselors	0 (0.00)	3 (11.54)	2 (7.69)	5 (19.23)	7 (26.92)	9 (34.62)
Both Groups	6 (2.37)	21 (8.30)	23 (9.09)	58 (22.92)	45 (17.79)	100 (39.53)

INSTRUCTIONALLY AND INNOVATIONALLY ORIENTED LIMITATION ANALYSIS - PERSONNEL ORIENTED

Four different types of personnel relationships were grouped in this Table to try and determine if "people" had a relationship to instructional and innovational structuring of the experience.

The greatest dissatisfaction, though again not numerically large, was with the center personnel. The additional comments very clearly identify the center administration as opposed to the center staff and the center procedures as opposed to the Job Corps model as being the primary irritants. The previously mentioned lack of communication which is also indicated by the first item could have been a contributing factor here as was undoubtedly the extremely "humanistic" attitude of the participant as shown in Chapters II and III.

Though the atypical nature of the pupils did not concern many participants, it is interesting to note how closely this numerical distribution resembles that which indicated that the center was inappropriate for the subject area or that the materials and techniques were not applicable in the post experience employment. There was most probably some type of associative factor involved.

The participant appeared to find the adequacy of the college/university personnel less of a limiting factor than was true of the center personnel. The greater amount of contact time with center as opposed to college/university personnel probably had some relationship to the difference in two responses.

RELEVANT PARTICIPANT COMMENTS

". . . I am still concerned about the fact that only one woman was employed at the center . . . The staff was fair towards urban students but lacked knowledge of urban customs as I did also. I felt they did very little to encourage student teachers to relate personally to students. In fact, they discouraged departures from their very structured procedures."

"I found too many of the employees working only for the money . . . However, there were a few who did care enough about the students to try and help them. I guess we will always have those kinds of teachers, however, it would be a great improvement to education if somehow we would weed the free-loaders out and make room for someone who cares."

"Many members of the teaching staff at the center seemed too apathetic about their job."

"Most severe problems, in my case, were the administrators whose emphasis was on tight and rigid control of pupils rather than the real problems of educating those pupils."

"Administrative disinterest."

"Would have benefited from longer exposure, more opportunity to really teach . . ."

". . . My only one regret is that the experience at the Center itself was too short. It wasn't enough time for me to develop close contacts with the students. I'm discounting in this comment a two-week bout with mononucleous at the very end of the term. Six weeks just wasn't enough for me to get the feel for individual problems and concerns."

RELEVANT PARTICIPANT COMMENTS (cont'd)

"I felt that my Job Corps experience was somewhat incomplete because of my daily schedule. I was a guinea pig: half day at the center and half day at the public school. However, the times were not divided equally. My classes at the public school (which were only 3) were scheduled in the middle of the school day (around 10:15-3:10), so my classes at the center were cut extremely short to allow travel time. Then following the day's classes were usually conferences with the cooperating teacher.
I was not able to become totally involved with the Job Corps program or with the girls, save the final week when public school was over and I could spend an entire day at the center. In spite of this limitation, I had a worthwhile experience during the time that I did spend at the Center."

"At that time of my experience the Center had been in operation only a few months and was still having some organizational problems. For a course on Personal Adjustment in which I taught, the curriculum was undergoing revision which was a disadvantage . . . When the students sense a lack of time, motivation preparation or interest in them on the teachers part, they quickly lose interest and fall behind themselves with few exceptions. They need teachers with a strong interest in seeing human potential development who also possess the tools to facilitate this development."

". . . As far as being well prepared to go directly into teaching, I feel I had about an average experience. I think had we had a longer experience and perhaps been challenged to look deeply into the Job Corps and what kind of skills it was offering to the corpswomen, we might have been better prepared. Our supervision was minimal, but I have yet to have a supervisor who really could tell a student how to be a good teacher."

"Teachers at Job Corps not always equipped to aid a student teacher."

". . . I would suggest, however, that student teachers spend 2/3 of a semester or a full semester in student teaching."

"Little continuity to experience going in one day a week--would have been better for a shorter period of time, every day."

"At the university level courses not significant in relating to either Job Corps student or method of instruction."

". . . I feel that my experience at the Job Corps Center would have been more beneficial to me if I had been better prepared in regards to the format of the Center . . ."

". . . More tutoring experience prior to the Job Corps program would have eased the culture shock as well as traditional student teacher woes. More information on professional teaching opportunities with the disadvantaged would have been helpful--such information could be given by the Job Corps and college personnel."

". . . The institutionalization while I suppose is necessary has many disadvantages--especially to the girls of the Job Corps. Unfortunately, it lends itself to many peer pressures and 'abnormal' group actions. . .
I was very dissatisfied with the university supervisor! . . ."

"Exposure to bureaucracy"

RELEVANT PARTICIPANT COMMENTS (cont'd)

". . . The situation was a great frustration to me because of the personnel and administration of the Center . . . The most frustrating part was that the head of the Center would not let us assume the same responsibility there as we would have in a public school system. Making the centers an experience for future education majors is a very good idea--because it would be very worthwhile. But first I suggest a reappraisal of the centers, their purposes, goals, and employers, for without it the experience is only a source of disappointment."

". . . The new director at my Center who came during the teaching experience was not interested in the contribution of the student teachers . . ."

"Experience was too short."

"I would judge there was little supervision."

". . . I found some aspects of administration leaving something to be desired."

"My center was so completely disorganized any counseling experience was impossible. I recommend no counseling practicum until the center is CHANGED!"

"Occasional supervision by university personnel and little to no supervision by Job Corps personnel."

"Actually very good experience but more guidance needed in supervision at the center and better arrangements needed to be made to set up appointments for evaluations and then follow-up with students."

CHAPTER SUMMARY

Just as the participants by their responses indicated reasons for their participation and the values they associated with the experience, so did this chapter identify the particular factors that they found limiting.

Thirteen limiting factors were grouped into three categories. Irrespective of the item or category, the number of participants indicating dissatisfaction was extremely limited, particularly when compared to the numbers indicating satisfaction in the Values Chapter. In only one instance did approximately 50% indicate a high degree of dissatisfaction with an item. Since this item dealt with the "too brief" nature of the experience, it can by implication be viewed as much in the positive as negative light. Only four other items were judged by (20 to 25%) of the respondents to have had significance at the "Great" level -- 1 or 2 in ranking.

The additional comments of the participants though numerous and indicting were also in many instances positive inasmuch as they offered suggestions as well as identifying limiting factors. In addition it must be remembered that they were in a situation very new to them, quite unlike a public school, and faced with a clientele with whom they were unfamiliar. In many ways they probably tended to react more negatively than if they had faced a similar situation in a public school setting. Add to this the usual idealism of the new young student teacher and it is likely to generate more criticism than would come from a more experienced observer.

CHAPTER V

IMPLICATIONS FOR PARTICIPANT SELECTION AND PROJECT DESIGN

The purpose of this chapter is to provide help for designers and implementers of future projects and programs. Though the suggestions will have their most obvious implication for projects which feature a job corps' type of experience, it is assumed that many of them will treat of common problems faced when a "different" type of experience is attempted. Hopefully, the ideas in this chapter will be based upon the data amassed in the study, but admittedly they also have been influenced by the subjective impressions gained from the verbal and written comments of the project directors and staffs and most particularly from the participants themselves.

Participant Selection Factors

Securing sufficient students to fill all of the available project openings is fully recognized as a very real problem. If proposed programs or projects are to fulfill specialized and unique purposes, it would seem equally apparent that not just every "warm body" should necessarily be selected. Demographic data, such as presented in Chapter I, should have implication and usefulness in terms of participant identification and selection. Many kinds, thirty-two in this study, of information can be collected. Obviously other types, such as grade point averages, attitudinal and personality studies, health data, etc., could also be collected. The purpose of the analysis in this study was to try to identify those kinds of collected data which had statistical significance when paired with the (1) reasons why the students participated, (2) the values they preceived in the experience, and (3) the limitations they found. The further implication is that this statistical significance, if found, can provide substantiation for the identification of factors which really do make a difference in terms of participant success and satisfaction. Regrettably, as has been previously mentioned, the statistical technique employed was found to successfully identify categories that when paired with reasons, values, or limitations proved significant; but was incapable of determining which of the sub-items within the category were primarily responsible for making the difference.

Not all of the thirty-two items were tested statistically. Items which pertained to the post-experience period such as where they now reside and what occupations they have held and now hold were considered of interest for purposes of possible recruitment and total program evaluation, but not of significance in terms of possible participant identification or selection. The additional comments they supplied and the various ways of classifying these were also not included as statistically treated items for the same reason, and also because it was considered inappropriate to force these unstructured responses into the arbitrary categories that would have been necessary for the statistical treatment of them.

These next items were also not statistically tested. Some because the responses were so varied that collapsing was considered inappropriate; some because when collapsing was attempted the resultant cell size was still too small to permit accurate analysis. The observations, then, that accompany each of the following are unsupported by any statistical significance; however, an examination of the raw numeric data as presented for each in Chapter I would seem to provide the substantiation needed:

Non-Statistically Treated Factors	Observations
Age	Appears to have little significance as a factor other than that designers must obviously look to the most sizable of the age groups as its most potential audience. The older students should not be overlooked, however. Their prior experiences, which often parallel the project purposes, may help induce their participation. Then, too, youth has no monopoly on a venturesome spirit. In fact, the older student, because he has already usually made a serious career change decision may be a more ready candidate than someone younger.
Certification Major	A wide variety of majors can apparently be used in projects that are non-academic in focus. Even in such cases, some attention must be given to the selection and placement of majors who will find essential facilities, equipment, or material lacking; who lack either already developed creativeness or who will have the opportunity for specialized prior preparation necessary to permit adaption of the content level they know to that mandated by the learners and expectations of the project; and who might find their future employment jeopardized by either an inability of the project to hire them or a public school official being unwilling to equate their experience with his needs. Above all else, participant satisfaction in terms of what his major is appears to be very dependent upon the degree to which he is aware in advance of what will be expected and have some confidence in his ability to do it. A very real fact would appear to be the increasing extent to which majors from oversupplied subject areas tend to seek out projects as a way out of their employment dilemma.
Social/Economic Status of Parents	Use of this factor appears meaningless unless the means of data collection is refined--everyone seems to be some type of middle class. A very real factor, sometimes overlooked, is that the numbers of potential participants from the extreme lower and upper levels are too small to furnish any realistic recruitment base. Desirable as their inclusion in projects may be, their limited numbers coupled with recently increased career opportunities, particularly for the lower status group, would appear to make continued reliance on use of the middle group necessary.
Type of High School or College/University Attended (public or private)	This factor does not appear germane in any way other than the relevant relationship that might exist because of the numbers of available students or faculty and/or financial resources that typify a particular type of college or university.

Factors	Observations
Activities During High School and College/University	A difficulty here exists in trying to determine the nature and quality of participation. These factors would appear more meaningful than a mere counting of the number of activities in which one has participated. Even mere counting, however, may have some meaning if the type of activity is taken into account and particularly if the type becomes increasingly people and service oriented. Recent sociological studies indicate that students are active, but not as much in organized activities. If true, it should influence how and what assessment in this activity area is meaningful and will, in addition, most certainly complicate the task.
Work Experience During High School and College/ University	Here, too, with this factor the same problems of assessment exist. Here, also, our best hope probably lies in using the factor to determine whether the type of jobs held over a period of time become more child/people oriented. It is also becoming increasingly necessary for students to work, and to equate this necessity with desire could be misleading. The availability of particular types of jobs may also have more relationship to the type held than the interests of the seekers.
Experience Working With Children/Youth	It is particularly regrettable that this factor, because of its unstructured format and consequent great variety of responses, did not lend itself to statistical analysis since it would give at least surface appearance of relevance. This factor is probably as universally used an indicator as exists today. Unfortunately its use rarely goes beyond an enumeration level and rarely takes into account the availability of such opportunity, the extent of involvement, the quality of performance, or the reasons which might have prevented participation in such experiences. Students, too, are aware of it as a selection and placement factor and the extreme difficulties inherent in its assessment. As a consequence, it is rare indeed to find non-participants; for whatever reason. The best hope for assessment would appear to lie in the provision of completely available opportunity, and controlled assessment of the nature and quality of participation.
Prior Teaching/ Counseling Experience	This factor, because of its relative unavailability for most students, is one that provides additional clues; but it is hardly of the pre-requisite variety. Again, for best utilization it would require an in-depth assessment of the nature and quality of the experience--something that it appears is only rarely done.

Factors	Observations
Preparatory Courses/Programs	This factor has probably the best potential for providing not only the needed prior preparation, but also the availability opportunity, and the quality control/assessment ingredients so difficult to insure in the other types of factors. This study rather clearly proved that such programs are rare and when found are frequently not designed with specific project needs in mind. It should be quite obvious that the opportunities mentioned in the first sentence will occur most frequently when the project team designs and operates its own preparatory program. The consequent liabilities of cost, faculty utilization, splintering, and project overlap are considerations that each institution which elects this direction must face.
Type and Location of Job Corps Center	The type and location of the project setting appears to have relatively little meaning in terms of either acquiring numbers of participants or particular types of participants (male/female--graduate/undergraduate). Distance, housing, and remoteness are factors not to be ignored; but at the same time, hardships would appear to be almost a positive factor in recruitment and participant satisfaction. More will be said about this in the final section of this Chapter under the heading of Project Design Factors.
Length of Experience	This factor has an obvious relationship to the Type of Schedule and Variety of Experience and as will be seen in the next section, is quite critical in terms of significance. Whereas it is a factor apparently under the control of the project designer; it also, if care is not taken, actually prevents some student participation because of conflicts with the existent college/university course/time arrangements. The longer, full-time experience is what participants want; but at the same time not at the sacrifice of equivalent credit opportunities. On-site credit instruction or independent study opportunities may help solve this dilemma.

Statistically Treated Factors

The next section treats of the twelve factors that were statistically paired with the reasons for participation, values perceived, and limitations found. The Table presentation attempts to concisely show which demographic data category paired significantly at what level with each of the three types of responses. The reader is reminded that the complete presentation and analysis for each demographic category is found in Chapter I; the specific reasons, values, and limitations in Chapters II, III, and IV; and the statistical data in Appendixes D, E, and F.

TABLE XVII

Number and Level of Significant Pairings

Demographic Data Categories	Reasons for Part		Values Perceived		Limitations Found	
	.05	.01	.05	.01	.05	.01
Sex						
Marital Status					1	
Educational Level	2	2	3			
Teaching Level					1	
Size/Nature of Community Where Reared			2		1	2
Size of High School Attended				1		
Classification of High School Attended		1				1
Extent of High School Activity Participation	1					
Extent of College/University Activity Participation			1			
Type of Schedule (full or part-time)	2	1	3	2		3
Variety of Experience		1	1		2	1
Type of Supervision	1		1	1		1
Sub Totals	6	5	11	4	5	8
Grand Totals	11		15		13	

The reader is reminded that because of the limited size of the counselor group, twenty-six, the statistical analysis was done with the total population of 253 rather than for both groups independently. This procedure has some implications for interpretation as will be apparent in the following analysis.

The Sex of the participants was the only one of the twelve categories which did not produce at least one significant pairing. It would be a mistake to interpret this as license to ignore the gender of possible participants, and at the same time very clearly indicates that both sexes find innovation attractive and that past reservations concerned with female hesitancies are more and more passé.

Statistically Treated Factors	Observations
Marital Status	The factor was not significant either as a reason for participation or associated with a perceived value. The one significance found should, however, serve as an indicator that projects which involve a high degree of personal involvement and intensity and possible geographic relocation must recognize a potential unhappiness factor, even if the prospective participant does not at the time of selection.
Educational Level	Whether a participant was at the undergraduate or graduate educational level produced seven significant pairings, interestingly enough all concerned with either reasons or values. Evidently the level was not found to be a significant limiting factor. One might reasonably conjecture that both levels are eager for project type opportunities, but that what is available has greater particular meaning for an individual level when experienced. Remember that the counselors expressed a higher degree of satisfaction than the student teachers, probably because the experience opportunities more closely paralleled what they expected, were prepared for, and found.
Teaching Level	The Level, whether elementary or secondary, does not appear to be a highly critical factor in a project situation even though the content level being taught did not correspond to the chronological age of the learners. Evidently both teaching levels found something with which they could identify. The additional comments supplied in connection with the study and additional personal contacts would seem to substantiate that the one significant limitation was almost invariably associated with the effect the center experience had on post-center experience employment. Attention to this factor, though always important, assumes an even more critical dimension in an era of teacher over-supply.
Size/Nature of Community Where Reared Size of High School Attended Classification of High School Attended	These three categories are obviously interrelated and yet each produced some differences in significant pairings. These factors as total categories have some obvious meaning for identification and selection and yet the analysis treatments, both statistical and empirical, do not permit a valid interpretation of what "size" or "nature" or "classification" makes the difference. The prospective designer needs to be alert not only to these factors as being potentially important, but also to the necessity for further research so as to identify the critical particulars.
Extent of High School and College/University Activity Participation	The categories attempted assessment of the degree of involvement in all kinds of activities as opposed to a counting and identification as was described earlier. It is, again, recognized as being a subjective, personal judgment item with little evaluation possible in terms of contributions made or gained through the involvement. It does appear that ascertaining the degree of participation is more critical in prediction than determining in which activities the potential participant was engaged or in counting the number of varieties.

Factors	Observations
Type of Schedule	This category paired significantly more frequently than any other item. It is a fascinating kind of item in that the pairings occurred irrespective of whether it was being paired with "Reasons" (3), "Values" (5), or "Limitations" (3). A close examination of the data in the previous four chapters with particular attention being given to the additional comments the participants supplied help to explain this apparent anomaly. Both types of schedules, full- and part-time, were used and obviously the variety had enough appeal to produce the reasons pairings. Some participants, particularly the counselors, badly needed a part-time experience so as to enable them to couple it with other graduate courses and thereby finish their graduate degree more expediciously. Some needed part-time for equally utilitarian reasons; e.g., combine with work, only thing available, etc. Most, however, seemed to indicate that the "full-time" feature was a most important reason. Whether this indicated that other student teaching options were part-time or whether it reflected a feeling that the intensity and nature of the center experience mandated it is unknown. The author would suspect a bit of both. The significant values' pairings appear to have resulted almost invariably because of the full-time feature. It received more favorable comments than any other single feature. Obviously those participants who had a particular utilitarian reason and who found it fulfilled also helped produce the values pairings. The limitations' significance pairings, on the other hand, appear from a reading of the comments to be primarily attributable to the part-time schedule. This seemed particularly true when the part-time center experience was coupled with a part-time campus or public school experience. It would seem to be almost a truism that there is no such thing as a part-time experience even though the schedule may be so described. The depth of involvement and interest generated would appear to have made "turning off" very difficult even if the clock said it was time to do so. A summary comment for this category would be that designers probably need to include variation in the type of schedules possible, but that in so doing that they need to pay close attention to what else occurs in connection with a part-time option. Further, it would appear logical to couple any such part-time decisions with strict attention to the length and nature of the experience.
Variety of Experience	Whether the intended project is to be the only experience or coupled with either a prior or post public school experience would appear to be a most critical decision for most project designers. Again, it can be noted that the variety available was a significant reason for some people (most in this instance appeared to prefer the option of it being the only required experience and hence also an opportunity to avoid the public school experience). Those who perceived a value significance appear to have been equally divided between those just described (the avoidance group) and those who found the dual

Factors	Observations
Variety of Experience (cont'd)	experiences helpful for comparison and contrast purposes and for future employment decisions. The significant limitations' pairings, however, appear to have been most influenced by the people who had the dual experience, particularly by those whose public school experience followed the center experience. Again, in summary for this category, it is apparent that options are clearly mandated, but again close attention needs to be paid to the selection and sequencing and certainly to the follow-up reactions in terms of possible project modification. Additional study would also seem warranted in the area of trying to better determine what prospective participants need or could best use.
Type of Supervision	Quite a number of different supervisory arrangements were used. Most of them, however, still closely paralleled the typical college supervisory pattern. The pairings which resulted in significance all seemed to echo the attractiveness of full-time resident college supervisors as a reason for participation, a meaningful value perceived, and a serious limitation if lacking. The corollary problems of supervisory communications gaps created by occasional or part-time college supervisors seemed also to be a commonly mentioned problem. Some type of supervisory modification, probably in the direction of full-time and resident, is almost a necessity if the project is truly different, and particularly if it occurs in a setting where the local, direct supervisors are not aware of or have not been involved in the structuring of the project intentions.

The use of demographic factors to select project participants with the greatest potential for success is both a new venture and as yet highly unsophisticated. It is on the one hand limited by a very obvious lack of variables control, and yet on the other hand virtually mandated if both projects and participants are to enjoy the greatest degree of success. Much work needs to be done, particularly in the realm of participants' motives for project participation and the degree to which this area is a relevant factor. It is hoped that this study, in spite of its recognized and very probable unrealized limitations, has made at least a feeble early contribution.

Project Design Factors

It would seem self-evident that the best hope for successful implementation of a new project is to begin with a conscious and purposeful delineation of objectives. In spite of the apparent fundamental truth of this proposition, the true objectives of many projects develop after inception. All too frequently they are so little considered that the wonder is not at how little success, but rather at how any success at all. It is with these thoughts in mind that the next section is offered.

The identification of purposes or objectives provides the focus of the project and as will be shown is or should be the basis upon which design characteristics are predicated. A most helpful study concerning project focus definition by Yoder[1] points out that purpose may direct itself to (1) the educational intent; e.g., content itself; or an instructional strategy--such as team teaching, open space instruction, individualized learning, etc.; or special characteristics of the learner--gifted, deprived, retarded, Indian, Chicano, etc., and (2) the target population; e.g., the student teacher, intern, or practicum student; or the supervisory personnel--college or public school; or the direct pupil himself--elementary or secondary. Most projects will usually consist of a combination of educational intents and target populations. What appears most critical is that not only must intent(s) and population(s) be identified, but also that a recognition must be made of the differing kinds of thrusts needed and results to be attained. A lack of this type of recognition and definition in design would appear to be both the reason for almost universal project success (if the implementors are permitted to evaluate themselves, after the fact) and almost universal project failure (both in terms of independent project evaluation and successful internal continuation and/or external explorability).

Yoder's study identified seven factors which can individually or collectively provide project design variation. Each will be identified and discussed in terms of its relationship to what was discovered in this study. The first variable, Focus, was described in the preceding paragraphs. Its implications from this study are described in the next section.

Design Variables	Observations
Focus (educational intent)	This study, in terms of the reasons students participated, and most particularly because of the values they found, most clearly indicates that projects must be classified as innovational. This can be achieved in a variety of ways. This project concentrated on experiences arrangements, nature of instructional materials and techniques, the location, the time variable, the pupil population, and the freedom to interact. What is most apparent is that what the participants "think" and are able to "recognize" as innovative is as important as what is truly innovatively present. This is certainly not to imply that deceptive behavior is either necessary or desirable, but rather a simple recognition that most participants will not have had or are currently having a "regular" school experience that can provide a comparison base. Too frequently projects seem to operate on a self-discovery rationale and then seem amazed or bemused when the participants arrive at different conclusions. A second assumption strongly supported by an analysis of this study is that a humanitarian thrust is most important in project design. This is not only critical in terms of recruitment, but also vital if personal satisfaction is to be an end product. Though this project had as its focus the educationally deprived student, the same assumption of

[1]Yoder, Walter H. Jr., A Study of Alternatives in Secondary Student Teaching, (unpublished dissertation), Indiana University, Bloomington, Indiana, 1971.

Design Variables	Observations
Focus (cont'd)	humanitarian need would seem reasonable with other populations and most particularly with those projects which take a techniques/materials primary direction. Our students seem to more frequently recognize pupils as people as a primary focus than we do. A third characteristic applicable to educational intent is that what is proposed must be recognized as a challenge beyond that ordinarily presented by the regular program and in truth a bit of the hardship element seems to add to the attractiveness. This latter element will be more fully discussed in connection with the factors of time and place. Two cautions would seem in order in connection with the attempt to make the project innovative and challenging. First, innovation must not mean certification jeopardy, at least not unless the participants know about and accept it. Second, a project can be so innovative that it prejudices public school employment and even on-campus college professor acceptance. It is hoped that project directors will interpret the need to challenge as meaning more than asking the participants to take a chance in terms of employment and acceptance. Such risks need to be recognized in advance and eliminated or minimized, if possible.
Focus (target population)	It would appear obvious in connection with this variable that the initial statement of project purposes should clearly delineate the expected outcomes for each of the potential target populations, what is expected behavior for each, and what is to happen to and with each of them. Most projects seem to do this rather consistently for the teacher trainee group, but often fail to specify for the teacher/administrator/supervisor/ and pupil populations. As a consequence, widely divergent role definitions and expectations are not uncommon. It would also appear quite probable that an increasing pressure for projects which have either the school's teachers or pupils as the prime rather than incidental focus will be forthcoming. Project directors may soon need to react first to the school's needs and then find opportunities within these needs to accommodate their training program problems.
Time	This factor refers to the modifications possible either in the length of the experience or when it is sequenced. The study quite clearly mandates a longer rather than shorter experience and one that has as few extraneous contaminators as possible (more fully discussed in the section, Instruction/ Experiences Arrangements). Project designers have tended to avoid a lengthening of the field experience component beyond that usually required in the regular program. This study would seem to indicate that lengthening is exactly what the students mean by challenge and hardship. It may also be that again they

Design Variables	Observations
Time (cont'd)	seem more ready than we to accept the longer period as necessary to attain the total involvement and intensity and to make whatever sacrifices necessary. Projects are more frequently making time variations which provide field experiences earlier than the typical student teaching (senior year) or at a later internship or practicum (graduate) level. Again a word of caution would seem necessary if the earlier sequencing route is taken. Earlier should mean more than simple movement of student teaching to the junior or even sophomore level. A more desirable design would be concerned with a scope and sequencing of a series of field experiences as opposed to an altering of the time of a single experience. This is particularly so if prior methods and general education are to have any relationship to preparation for actual instructional involvement. Projects which have graduate level internships and practicums as their sole experience base may well find that the prior undergraduate preparation program either fails to compliment the project objectives or has provided insurmountable prior structuring. A sequence that begins early and continues through an on-the-job period may actually be the more productive. Institutions which have separate projects with undergraduate and graduate thrusts might well consider the additional values to be gained from either combining them or at least taking steps to insure compatibility.
Location	This factor is concerned with where the project experiences are provided. Certainly nothing should be implied from this study that the public schools are not suitable sites for projects. Rather the conclusion is that projects need to occur wherever their stated purposes can best be accomplished. Since this study was designed to test certain premises with respect to the Job Corps' program and its possible implications for teacher training programs, job corps centers seemed a rather logical setting for the experiences. Projects with certain focuses may need to limit where they go and this determination of best locale may itself present problems. Innovations in the schools, such as open space or team teaching, are hardly generic in nature and as such not all locations may be deemed equivalent. More and more projects seem to be finding their location outside of the typical public school confines; e.g., the community, alternative schools, the Indian reservation, and oh, yes, the job corps center. Acceptance of these sites as either a sole or supplemental experiences locale may present certification problems, problems concerned with a lack of understanding by public school personnel, and problems created by a lack of familiarity with teacher trainers, trainees, and programs by

Design Variables	Observations
Location (cont'd)	these new kinds of people. Additional problems, such as found in this study of inadequate or inappropriate facilities, housing, increased travel, and inconvenience are real; need to be recognized in advance and solved if possible; but are apt to be of greater concern to the project designer and implementor than the students. The only aspect which seems to be of more than irritant value is concerned with communications problems which occur more frequently in new as opposed to previously used sites, and which if geographically removed, compound the problem's solution. This communications problem has obvious implications for two other factors, Nature of Supervision and Instruction/Experiences Arrangement, and will be further discussed in connection with both.
Number	This factor though most frequently associated with numbers of peoples can also be interpreted as numbers of sites and experiences. A few projects have and are attempting the use of multiple sites with all participants moving periodically through the different geographic locations. Whether this has merit beyond a musical chairs activity level and a certain implication that the inadequacy of one site is compensated by another's adequacy has yet to be clearly demonstrated. The problems associated with any one given site would be sufficient for most people. The participants in this study, for instance, seemed to find a combination of center and public school experiences more than a little difficult. A project designed to explore the merits of movement within a building as compared with among buildings movements might prove quite interesting and valuable. A more usual variation of "number" is either in connection with increasing the number of students on a given site or in varying the student/supervisor ratio. There does not seem to be any magic number of students on-site which make or break a project, but a "sufficient" number is obviously necessary if the project is to make an educational impact; provide a realistic testing base; permit assignment of faculty, supervisors, and site personnel; and be economically sound. This latter point may not be popular with educational innovationists, but it is without doubt the major factor which accounts for both lack of internal project continuation (beyond the grant) and exportability to other institutions. Students and supervisors have traditionally, at least in recent tradition, been assigned on a 1-1 ratio. Recent projects, including this one, have begun experimentation with assignment of students to teams, where the ratio of supervisors increase; or more rarely the assignment of multiple students to a single supervisor. Planning is needed in either case to insure provision of a realistic, immersion type experience and avoidance of either the "junior member of the team" or the strengths and

Design Variables	Observations
Number (cont'd)	weaknesses of the "committee" approach. A project designed to develop, implement, and test the stated merits and weaknesses of each arrangement would certainly seem appropriate in this day and age of emergent differentiated staffing and the implications it may have for teacher training.
Nature of Supervision	Supervision as a design factor also has duality. Either its college or site dimension can be affected and obviously nothing really prevents a project from modification of both dimensions. The most typical collegiate modifications are to reduce the load, concentrate the supervisory territory, or to make it a resident type assignment. These seemed to be the only variations used in this project and, even so, the most common supervision pattern used was still that ordinarily employed with the non-project student teachers. Some other variations obviously could develop. One might be to change the supervisory focus of the college person from the students to the site supervisors. This would appear to have important implications for the improvement of communication, particularly as it relates to project expectations. Supervision in this project, except as it involved full-time, resident college supervision seems to have been one of the least effective features. This should not be interpreted as meaning that it was any less effective than usual, but rather that innovation would seem to make quality supervision even more critical than usual. The newly emergent concept of peer supervision would seem to have more complimentary or supplementary value than ability to replace either college or site personnel supervision. It may in truth, however, have greater long-range self-improvement value than the externally imposed version now practiced by the colleges during teacher preparation and the schools in their administrative/inservice improvement programs. Projects which focus on the nature of supervision and the means whereby it can result in a more meaningful learning experience are in obvious short supply and correspondingly in great need.
Instruction/Experience Arrangement	This particular project did not provide for on-site instruction other than the usual variety of unstructured problems-oriented seminars. Recent projects do seem, however, to be providing on-site instruction concomitant with the experiences. This geographical move, unless translated into mutual and maximum contact opportunity for all personnel involved--college/schools/students--can be little more than a movement of the ivory tower from the campus to the schools. Instruction which involves a broader audience than the teacher trainees and a broader faculty than that provided by the college or university might help counteract this movement. This type of construct could also help to minimize the communications gaps which plague most projects. In addition, on-site instruction could help

Design Variables	Observations
Instruction/Experience Arrangement (cont'd)	solve the old "chicken--egg" dilemma (which comes first? methods or student teaching) by providing an "at the same time possibility." This dilemma also applies to the training provided the supervisors who work with student trainees. On-site, during-the-experience, inservice instruction would appear to have similar solution potential here also. Project designers might well consider the instruction/experiences arrangement possibilities at the time of initial project design for the following reasons: it is one of the few meaningful ways to build sufficient amounts of credit into a lengthened experiences' period so as to attract participants (independent study and correspondence type opportunities have the obvious limitations of lack of control and provision of relevance), sufficient numbers of projects have utilized the technique to demonstrate its value, concentrated numbers of students invariably cause both students and schools to demand it, and it is one of the few concrete ways to involve the schools and communities in a partnership arrangement that surpasses the "suppliers of sites" level.
Media Use	The use of media to either supplement the on-site experiences, or conceivably to replace it entirely, is a relatively new variation possibility. The use of it to supplement could result in a more controlled approach by insuring that certain things happen and in certain ways even if the reality of the site does not provide them. Thus simulation and protocol materials and techniques could be surrounded by the field of reality and help provide some of those missing components that not even reality itself can guarantee for all students at all times. The replacement of site reality through the use of a total media approach, though difficult to imagine and at the same time very possibly objectionable to many people, would appear deserving of a project trial.

Evaluation is not ordinarily thought of as a possible design variable. It is rarely so designed as to affect the basic construct of the project or how it is operated. It is, however, so critical to project modification and continuation that it is deserving of some consideration here.

Evaluation design is hardly a new field and as yet not so specialized as to be beyond the capacities of project designers, and still it appears to be one of the less well done components of most projects. The following thoughts are not intended to be either comprehensive nor profound enough to cover the topic. Rather they are intended to provide a starting point with respect to project evaluation design:

1) The evaluation design and procedures must be planned before the project begins to insure that

   a. data can be identified and acquired when it is most available and needed

   b. data acquisition is not conditioned by a dependence on memory nor contaminated by intervening experiences

c. modifications throughout the duration of the project can be based upon evaluation analysis rather than expediency.

2) The design should include longitudinal assessment for obvious reasons and also because the brevity of most involvement is hardly a sufficient basis for either taking the credit for "all good" or the blame for "all damnation."

3) Evaluation should treat of all kinds of people and components involved, but should have the teacher trainees as its central focus since they appear to be the prime reason for most projects.

4) The design should provide for a variety of assessments ranging from the concreteness of demographic data through the subjectivity of attitudes and opinions. An endless variety of standardized and locally created assessment instruments is available. The identification, preparation, selection, and use process is a very large task and certainly a conditioning factor in determining project success. (A most suitable project within projects might well concern itself with an attempt at instrumentation and collection standardization so as to permit inter-project comparisons.)

5) Hopefully the design will include provision for comparison with something other than itself. Comparison of truly non-identical elements (if projects are truly different) is recognized as a major problem, but until faced can only result in a suspicion of project bias.

6) Some component of the evaluation process needs to include external evaluators. This is necessary not only to avoid the implications of paternalistic pride, but also to gain external input which is based on an in-depth knowledge of the project. (Why must project evaluators and resource personnel be separate individuals?)

7) Evaluation design, if it involves a statistical analysis, must utilize techniques which permit both the identification of significantly broad categories (such as Chi Square) and a within category specification of importance (such as item analysis). Most statistical analysis is too broad based to be of any value for future participant selection.

8) The best evaluation design will recognize the relationships between the project and other possible components of the teacher training program and provide that its own design is a part of the larger total program design.

This final chapter though not intended as a project summary rather adequately demonstrates that the Job Corps Project passed its Final Examination. If it had not had valid reasons for its inception, and perceived values by its participants, and certainly some limitations; it could not have furnished the basis for hopefully inspiring its successors with the motives and knowledges to be even more successful than it was. And after all, isn't that the name of the game in which we are all engaged?

APPENDIX A

PARTICIPATING JOB CORPS CENTERS
ALPHABETICAL BY STATE

Phoenix Residential Manpower Center - Co-Educational
Phoenix, Arizona

Atlanta Residential Manpower Center - Womens Center
Atlanta, Georgia

Chicago Job Corps Center - Womens Center
Chicago, Illinois

Atterbury Job Corps Center - Mens Center
Edinburg, Indiana

Clinton Job Corps Center - Womens Center
Clinton, Iowa

Poland Spring Job Corps Center - Womens Center
Poland Spring, Maine

Lydick Lake Job Corps Center - Conservation Center
Cass Lake, Minnesota

Tamarac Job Corps Center - Conservation Center
Rochert, Minnesota

Albuquerque Job Corps Center - Womens Center
Albuquerque, New Mexico

Cleveland Job Corps Center - Womens Center
Cleveland, Ohio

Tongue Point Job Corps Center - Womens Center
Astoria, Oregon

Boxelder Job Corps Center - Conservation Center
Nemo, South Dakota

Weber Basin Job Corps Center - Conservation Center
Ogden, Utah

Clearfield Job Corps Center - Mens Center
Clearfield, Utah

Fort Simcoe Job Corps Center - Conservation Center
White Swan, Washington

Columbia Basin Job Corps Center - Conservation Center
Moses Lake, Washington

Moses Lake Job Corps Center - Womens Center
Moses Lake, Washington

Charleston Job Corps Center - Womens Center
Charleston, West Virginia

APPENDIX B

PARTICIPATING AACTE MEMBER COLLEGES AND UNIVERSITIES
ALPHABETICAL BY STATE

Arizona State University, Tempe, Arizona

Georgia State University, Atlanta, Georgia

Western Illinois University, Macomb, Illinois

Indiana University, Bloomington, Indiana

Westmar College, Le Mars, Iowa

University of Maine, Orono, Maine

Bemidji State College, Bemidji, Minnesota

Moorhead State College, Moorhead, Minnesota

St. Cloud State College, St. Cloud, Minnesota

St. John's University, Collegeville, Minnesota

University of Minnesota-Minneapolis, Minneapolis, Minnesota

University of Minnesota-Morris, Morris, Minnesota

University of New Mexico, Albuquerque, New Mexico

North Dakota State University, Fargo, North Dakota

University of North Dakota, Grand Forks, North Dakota

Cleveland State University, Cleveland, Ohio

Portland State University, Portland, Oregon

Oregon State University, Corvallis, Oregon

Linfield College, McMinnville, Oregon

Marylhurst College, Marylhurst, Oregon

Southern Oregon College, Ashland, Oregon

Black Hills State College, Spearfish, South Dakota

South Dakota State University, Brookings, South Dakota

Weber State College, Ogden, Utah

Central Washington State College, Ellensburg, Washington

West Virginia State College, Institute, West Virginia

Morris Harvey University, Charleston, West Virginia

Marshall University, Huntington, West Virginia

APPENDIX C

FINAL QUESTIONNAIRE

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION
One Dupont Circle, Washington, D.C. 20036 (202) 293-2450

6 March 1972

Dear Former Job Corps Student Teacher or Guidance Counselor:

In 1968 the American Association of Colleges for Teacher Education in cooperation with Job Corps, developed a program designed to explore the possibility of using Job Corps centers as locations for professional laboratory experiences for student teachers and guidance counselors.

This unique and innovative program has grown and now several hundred student teachers and guidance counselors from more than 20 different colleges and universities have had all or part of their laboratory experience in a Job Corps center.

While the letters and calls from participants have tended to indicate that this was a most positive experience it now is time for a more organized evaluation of the program.

The following questionnaire is designed to elicit your reactions to the experience. From this we hope to have a more accurate view of the project from the point of view of the participants.

The questionnaire was based on suggestions sent to us by the college supervisors. A pilot study was then conducted with a group of former participants who met in December. From their comments and suggestions this final draft was developed.

Let me first emphasize that the information gathered will be kept anonymous. No names will be identified with any particular response.

Please fill out all the blanks and feel free to make additional comments. We would also appreciate your assistance in developing an up to date list of names and addresses.

As a closing point may I emphasize the importance of the time factor. Once your completed questionnaire has been returned we must code it and put it through the computer. Only then we can begin to write the report.

A self addressed envelope is enclosed to assist you with a prompt response.

Thank you for your cooperation.

Sincerely yours,

Duaine P. Lang

Dr. Duaine Lang
National Study Director

Robert J. Stevenson

Dr. Robert J. Stevenson
Project Director

NATIONAL FOLLOW-UP STUDY
of
FORMER STUDENT TEACHERS AND COUNSELORS
at
JOB CORPS CENTERS

Please complete all items possible. If the question has structured responses that do not describe adequately or accurately your situation, feel free to modify the item.

Your responses will be kept anonymous. You are asked to identify yourself by name and address only for purposes of insuring completeness of returns and for further follow-up reasons, if necessary.

If you would like a summary of the study, check here. ☐

1.0 PERSONAL DATA

_____ _____
(Name) (Street) (City) (State) (Zip)

1.1 Sex: ____Male ____Female

1.2 Age (at time of Job Corps Experience): ____Years

1.3 Marital Status (at time of Job Corps Experience):

____Single ____Married ____Divorced ____Widowed ____Separated

1.4 Educational Level (at time of Job Corps Experience):

____Undergraduate ____Graduate

1.5 Your Teaching Level:

____Elementary ____Secondary ____Both (Special Areas-art, music, etc.)

1.6 Your Certification Major: _____

1.7 Size/Nature of Community Where Reared:

____Rural ____Village ____Small City ____Suburban Area ____Large City

1.8 Socio-Economic Status of Parents:

____Lower ____Lower-Middle ____Middle ____Upper-Middle

____Lower-Upper ____Upper

1.9 Size of High School Attended:

____under 300 ____300-500 ____500-750 ____750-1,000 ____over 1,000

1.a Type of High School Attended: ___Public ___Private

1.b Classification of High School Attended:

___Rural ___Small City ___Suburban ___Urban ___Inner City

1.c Type of College/University Attended (at time of Job Corps Experience):

___Public ___Private

1.d Post Job Corps Experience Employment: (Use the numbers 1,2,3,4 to indicate the position held each year, including the present year, with the number 1 used for the first year following the Job Corps experience. If the same position has been held for several years, indicate with all appropriate numbers. Example: 1-2-3 Teacher Public Schools

_____Unemployed	_____Counselor Public Schools
_____Student	_____Administrator Public Schools
_____Housewife	_____Teacher Private Schools
_____Military Service	_____Counselor Private Schools
_____Teacher Job Corps	_____Administrator Private Schools
_____Counselor Job Corps	_____Government Agency _____
_____Administrator Job Corps	_____Social Agency _____
_____Teacher Public Schools	_____Faculty/Staff of College/Univ.

_____Other _____

2.0 PRIOR EXPERIENCE

2.1 Activities During High School:

___Athletics ___Music ___Speech-Debate-Dramatics ___Journalism

___Pep Clubs ___Academic Clubs (science, history, etc.)

___Service Clubs ___Social Clubs ___Student Government

___Class Officer ___Other _____

2.2 Extent of High School Activity Participation:

___None ___Minimal ___Moderate ___Extensive

2.3 Work Experience During High School:

_____ _____
(What) (Hrs Per Wk)

_____ _____
(What) (Hrs Per Wk)

_____ _____
(What) (Hrs Per Wk)

2.4 Activities During College/University:

___Athletics ___Music ___Speech-Debate-Dramatics ___Journalism

___Pep Clubs ___Academic Clubs (science, history, etc.)

___Service Clubs ___Social Clubs ___Student Government

___Class Officer ___Other _____

2.5 Extent of College/University Activity Participation:

___None ___Minimal ___Moderate ___Extensive

2.6 Work Experience During College/University:

_____ _____
(What) (Hrs Per Wk)

_____ _____
(What) (Hrs Per Wk)

_____ _____
(What) (Hrs Per Wk)

2.7 Experience of Working With Children/Youth (prior to Job Corps experience):

_____ _____
(What) (Where)

_____ _____
(What) (Where)

_____ _____
(What) (Where)

_____ _____
(What) (Where)

2.8 Prior (before Job Corps) Teaching/Counseling Experience:

_____ _____ _____
(What) (Where) (No. of Yrs)

_____ _____ _____
(What) (Where) (No. of Yrs)

_____ _____ _____
(What) (Where) (No. of Yrs)

2.9 Preparatory Courses/Programs:

Describe any formal courses and/or programs that were offered by your college or university and taken by you which you feel were helpful in preparing you for the Job Corps experience.

_____

_____

_____

_____

3.0 REASONS FOR YOUR PARTICIPATION

Rate each of the following reasons on the five point scale with 1 representative of a most important consideration and 5 interpreted as meaning that the reason listed had no significance in terms of your decision. You may have several reasons rated as being of great importance and conversely many of little or no importance. Rate each item by circling the number selected to indicate your choice.

	Reason	Rating				
3.1	Convenience of the location	1	2	3	4	5
3.2	Subsidy of your travel	1	2	3	4	5
3.3	Availability of housing at the Center	1	2	3	4	5
3.4	Desire to work with Job Corps' type of student	1	2	3	4	5
3.5	Opportunity to work with programmed/ individualized learning	1	2	3	4	5
3.6	Being selected by your institution to be in the program	1	2	3	4	5
3.7	Interest generated by prior courses or programs	1	2	3	4	5
3.8	Employment opportunity created by virtue of participation in the program	1	2	3	4	5
3.9	Opportunity to participate in new, different, innovative type of program	1	2	3	4	5
3.a	Opportunity to avoid participation in the traditional, regular type of program	1	2	3	4	5
3.b	Opportunity to work in other than the traditional kinds of schools	1	2	3	4	5
3.c	Desire for a challenge beyond that presented by traditional schools or programs	1	2	3	4	5
3.d	Had no choice--either assigned there or it was only experience available	1	2	3	4	5
3.e	Desire to help those less fortunate	1	2	3	4	5
3.f	Interest generated by contacts with prior participants in the Job Corps program	1	2	3	4	5
3.g	Other _____	1	2	3	4	5

4.0 NATURE OF EXPERIENCE AT JOB CORPS

4.1 Your Experience: ____Student Teaching ____Counseling Practicum

4.2 Year: ____1968-69 ____1969-70 ____1970-71

4.3 Type of Center:

____Mens ____Womens ____Conservation ____Residential Manpower

4.4 Type of Location: ____Isolated ____Urban

4.5 Length of Experience: ____weeks

4.6 Type of Schedule: ____Full Time (5 days per wk) ____Part Time

4.7 Variety of Experience: ____Job Corps only experience ____Job Corps preceded ( ) or followed ( ) by experience of ____weeks in the public schools or _____

4.8 Type of Supervision:

____Completely furnished by Center personnel

____Primarily by Center personnel with occasional visits by college or university supervisor

____Primarily by Center personnel with regular visits by college or university supervisor

____Shared supervision with resident or full-time college or university supervisor supplementing supervision of Center personnel

____Other arrangement. Describe _____

5.0 VALUES OF JOB CORPS EXPERIENCE

Rate each of the values on the five point scale with 1 representative of a most important value for you and 5 indicative of a value which had little significance in your case. You may have several values rated as being of great importance and conversely some of little or no importance. Rate each item by circling the number selected to indicate your choice.

Value	Rating
5.1 Better supervision than otherwise would have been available	1 2 3 4 5
5.2 Basis for a career decision	1 2 3 4 5
5.3 Led to post experience emplcyment	1 2 3 4 5
5.4 Provided for a kind of pupil exposure not otherwise available	1 2 3 4 5
5.5 Exposure to instructional materials and techniques not otherwise available	1 2 3 4 5
5.6 Financial subsidy (travel and/or housing)	1 2 3 4 5
5.7 Made a direct societal contribution	1 2 3 4 5
5.8 Contributed directly to success in post experience employment	1 2 3 4 5

5.9	Opportunity for own personal growth	1	2	3	4	5
5.a	Created better understanding of the problems of disadvantaged youth	1	2	3	4	5
5.b	Greater freedom to interact with pupils/staff	1	2	3	4	5
5.c	More opportunities for content and methods variation than in public school situation	1	2	3	4	5
5.d	Other _____	1	2	3	4	5

6.0 LIMITATIONS OF JOB CORPS EXPERIENCE

Rate each of the limitations on the five point scale with 1 representative of a most serious limitation and 5 indicative of one that had little implication in your case. You may rate several limitations as having great importance and likewise several as being of little or no importance. Rate each item by circling the number selected to indicate your choice.

	Limitation	Rating				
6.1	Impediment to employment by public schools	1	2	3	4	5
6.2	Nature of pupils provided an atypical experience	1	2	3	4	5
6.3	Nature of materials and techniques not adaptable or applicable to post Center experience employment	1	2	3	4	5
6.4	Job Corps model not viewed as a workable solution to the problems to which it is addressed	1	2	3	4	5
6.5	Personnel, Center, not adequate to provide assistence desired or needed	1	2	3	4	5
6.6	Personnel, college/university, not adequate to provide assistence desired or needed	1	2	3	4	5
6.7	Length of experience at Center too brief	1	2	3	4	5
6.8	Length of experience at Center too long	1	2	3	4	5
6.9	Center experience not correlated with or supplemented by other experiences	1	2	3	4	5
6.a	Center experiences for you not well designed or organized	1	2	3	4	5
6.b	Student Teachers/counselors were not understood or accepted by Center personnel	1	2	3	4	5
6.c	Center experiences not appropriate for your subject area or educational intent	1	2	3	4	5
6.d	Lack of preparation prior to the experience	1	2	3	4	5
6.e	Other _____	1	2	3	4	5

7.0 EVALUATION OF EXPERIENCE

Rate your degree of satisfaction with your Job Corps experience on the five point scale with 1 representing the highest degree of satisfaction and 5 the lowest. Circle the number of your choice.

		Rating				
7.1	Degree of Satisfaction At time of Job Corps Experience completion	1	2	3	4	5
7.2	Degree of Satisfaction Now on basis of experience since Job Corps Experience	1	2	3	4	5

8.0 ADDITIONAL COMMENTS

If you know the names and addresses (even if vague or incomplete) of any student teachers or counselors who were with you at the Center, please list below:

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

Name _____ Address _____

APPENDIX D

REASONS FOR PARTICIPATION

Significant Chi Squares

Participation Reason	Demographic Variable	Chi Square	df	Level of Significance
Availability of housing at the center	Educational Level	14.460	4	0.01
Availability of housing at the center	Classification of High School Attended	26.846	12	0.01
Availability of housing at the center	Type of Schedule	16.980	4	0.01
Desire to work with job corp's type of student	Educational Level	11.801	4	0.05
Desire to work with job corp's type of student	Type of Schedule	11.657	4	0.05
Opportunity to work with programmed/individualized learning	Type of Supervision	29.424	16	0.05
Being selected by your institution to be in the program	Nature of Experience	26.899	12	0.01
Employment opportunity created by virtue of participation in the program	Type of Schedule	11.147	4	0.05
Opportunity to participate in new, different, innovative type of program	Educational Level	13.221	4	0.05
Desire for a challenge beyond that presented by traditional schools or programs	Educational Level	14.684	4	0.01
Interest generated by contacts with prior participants in job corps programs	Extent of High School Activities Participation	19.541	8	0.05

APPENDIX E

VALUES OF THE EXPERIENCE

Significant Chi Squares

Value	Demographic Variable	Chi Square	df	Level of Significance
Better supervision than otherwise would have been available	Type of Supervision	35.137	16	0.01
Led to post experience employment	Educational Level	9.750	4	0.05
Led to post experience employment	Size/Nature of Community Reared	26.394	16	0.05
Led to post experience employment	Type of Schedule	12.482	4	0.05
Exposure to instructional materials and techniques not otherwise available	Educational Level	11.886	4	0.05
Exposure to instructional materials and techniques not otherwise available	Type of Schedule	10.022	4	0.05
Exposure to instructional materials and techniques not otherwise available	Type of Supervision	27.666	16	0.05
Financial subsidy (travel and/or housing)	Educational Level	11.107	4	0.05
Financial subsidy (travel and/or housing)	Type of Schedule	10.463	4	0.05
Made a direct societal contribution	Size/Nature of Community Reared	28.465	16	0.05
Contributed directly to success in post experience employment	Size of High School Attended	28.484	12	0.01
Contributed directly to success in post experience employment	Variety of Experience	21.057	12	0.05
Created better understanding of the problems of disadvantaged youth	Type of Schedule	17.399	4	0.01

APPENDIX E (cont'd)

VALUES OF THE EXPERIENCE

Significant Chi Squares

Value	Demographic Variable	Chi Square	df	Level of Significance
Greater freedom to interact with pupils and staff	Extent of College/University Activities Participation	15.922	8	0.05
Greater freedom to interact with pupils and staff	Type of Schedule	13.880	4	0.01

APPENDIX F

LIMITATIONS OF THE EXPERIENCE

Significant Chi Squares

Limitation	Demographic Variable	Chi Square	df	Level of Significance
Nature of materials and techniques not adaptable or applicable to post center experience employment	Variety of Experience	21.324	12	0.05
Job corps model not viewed as a workable solution to the problems to which it is addressed	Marital Status	16.158	8	0.05
Job corps model not viewed as a workable solution to the problems to which it is addressed	Teaching Level	18.303	8	0.05
Job corps model not viewed as a workable solution to the problems to which it is addressed	Size/Nature of Community Reared	30.124	16	0.05
Job corps model not viewed as a workable solution to the problems to which it is addressed	Variety of Experience	21.157	4	0.01
Personnel, center not adequate to provide assistance desired or needed	Size/Nature of Community Reared	35.958	16	0.01
Personnel, center not adequate to provide assistance desired or needed	Classification of High School Attended	27.839	12	0.01
Length of experience at center too brief	Type of Schedule	16.989	4	0.01
Length of experience at center too brief	Variety of Experience	24.199	12	0.05
Center experience not correlated with or supplemented by other experiences	Type of Supervision	32.987	16	0.01

APPENDIX F (cont'd)

LIMITATIONS OF THE EXPERIENCE

Significant Chi Squares

Limitation	Demographic Variable	Chi Square	df	Level of Significance
Center experience for you not well designed or organized	Type of Schedule	15.345	4	0.01
Student teachers/counselors were not understood or accepted by center personnel	Size/Nature of Community Reared	28.115	16	0.01
Student teachers/counselors were not understood or accepted by center personnel	Type of Schedule	15.846	4	0.01